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SERIES ON CHILDHOOD EDUCATION

EDITED BY
PATTY SMITH HILL
PROFESSOR OF EDUCATION, TEACHERS COLLEGE
COLUMBIA UNIVERSITY



USING LARGE EASEL FOR PAINTING

A CONDUCT CURRICULUM

FOR THE KINDERGARTEN AND FIRST GRADE

DIRECTED BY
PATTY SMITH HILL

COMPILED BY

AGNES BURKE EDNA V. HUGHES
EDITH U. CONARD MARY E. RANKIN
ALICE DALGLIESH ALICE G. THORN
CHARLOTTE G. GARRISON

TEACHERS OF KINDERGARTEN AND FIRST GRADE
HORACE MANN SCHOOL, NEW YORK

INTRODUCTION BY
PATTY SMITH HILL

DIRECTOR OF DEPARTMENT OF KINDERGARTEN-FIRST GRADE EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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AUTHORS' PREFACE

To Professor Hill we owe the suggestion of a curriculum worked out in terms of behavior. It was at her suggestion that we compiled this curriculum, which is the outgrowth of a number of years of experience and experiment under her direction in the Horace Mann Kindergarten and First Grade. Professor Hill has given her continued support and inspiration throughout the undertaking.

We also thank Miriam Cragin, Bess V. Cunningham, Janet S. McCastline, Grace A. Taylor, and George P. Conard for help in the preparation of the curriculum.

INTRODUCTION

At last the young child seems to be coming into his legitimate inheritance of scientific investigation and education. Up to the present time no period has been so neglected as that of childhood. It has been left to drift with the tide of ignorance and chance in physical, mental, and moral care. But to-day the situation is changing.

The first reformers to approach this problem from the scientific angle were physicians and nurses. Through their continued attack on the ignorance and neglect in the physical care of young children, they have succeeded in awakening the public to the importance of health conditions in early life, and have cut both mortality and morbidity to a remarkable degree. As a consequence, thousands of little children who, a quarter of a century ago, were doomed to a premature death, now survive to lives of health and usefulness. This health propaganda which has been so intelligently conducted by child specialists, both in medicine and nursing, is raising the level of physical care given infants and young children in the home and in the school. Laudable as this movement is, however, it must be followed by an equally vigilant investigation of all those conditions which make for mental and emotional health, or the little lives may be saved to an existence not worth the living. Surely, "life is more than meat and the body than raiment," even in infancy and early childhood. The mental and emotional life are dawning from the very beginning and are worthy of as much respect as the body,

with its more tangible and insistent demands. When educators manifest a reverence for the dawning mental life comparable to the respectful study and attention now bestowed by physicians on the physical life of young children, the profession of teaching may hope to rank with that of modern medicine. Fortunately for the young child, as well as for society, we have many evidences of a growing public appreciation of the effects of these early mental and emotional states upon later sanity, progress, and efficiency in the school and in life. Several of our largest American universities now offer either scientific or research courses on the nature and care of the pre-kindergarten and the pre-school child, and all of our teachers colleges have well-equipped departments of kindergarten and primary education. Among the universities offering research courses on the pre-school child are Johns Hopkins, Yale, Harvard, the University of Iowa, and Columbia. When the results of these researches are taken advantage of by superintendents, supervisors, and principals of schools, as well as by teachers of primary, kindergarten, and nursery schools, we may hope to have a public education as efficient in the regulation and development of the processes of mental growth as modern medicine has become in its conservation and control of physical life.

Another evidence of the growing appreciation of the educational possibilities of early childhood is manifested in the opportunities being provided by our universities for the training of teachers of early childhood. In this day and generation it is perfectly possible for teachers of nursery schools, kindergarten, and primary schools to receive training for their professions equal to that offered for teachers of high schools and colleges. If future teachers in this field do not measure

up to teachers in higher education, it will not be for want of opportunities for equal professional preparation.

Funds for investigation and research are now being bestowed upon universities for the establishment of laboratories serving as experimental nurseries and kindergartens. Doctor John Watson says: "In so far as I have learned anything from experiments on infants and young children, they show, first, that parents, and second, that early grade teachers, equally must share the responsibility for making or marring the emotional life of the average child. We can only gradually educate the general run of parents, but we can more rapidly improve matters by making the position of the early grade teacher the most desirable and best paid one in our schools. When this has been done, we must next secure exceptional teachers for these grades. . . . We should like to see these early grades given over to students of child psychology—men and women who have specialized in psychology and psychopathology."

Teachers College has, from its earliest history, opened its doors to the teachers of young children, making it possible for those who wish to specialize in this field to approximate the same standards of efficiency as those demanded in elementary and high schools. From the very beginning it had a kindergarten department, which was the first to become a part of a university scheme of education. Opportunities for experiment and better educational procedure in the kindergarten were given encouragement and appreciation, and as each experiment culminated on a higher level of teaching, an effort has been made to circulate the results in the teaching profession, so that the benefits might lift the standards of teaching of young children in this country and abroad. This

INTRODUCTION

department would prove itself unworthy of this generous support should it to-day fail to turn over to others the benefits of its opportunities.

For this reason we are now preparing a series of monographs for teachers and for mothers of young children, hoping to issue them at a sufficiently moderate price to get them into the hands of classroom teachers and in the home. The first of this series is this curriculum. Though now presented to the public for the first time, it is the culmination of many years of study and experiment. All members of the department, instructors and students, have co-operated in working out a practice based upon the principles underlying this curriculum, but the present form is the work of the special committee whose names appear as authors. Several members of this committee have served as instructors in this department for many years, thus co-operating with the director, not only in this experiment but in those preceding experiments described below out/of which this curriculum has grown. While the present form is tentative and issued to stimulate further experiment, study, and criticism, it is thought best to publish it at once, in response to the oft-repeated requests for literature covering the investigations in the kindergarten and first grade of this department.

As early as 1905 Teachers College made it possible for an experiment to be initiated in the kindergarten of the Speyer School with children from three or four to six years of age. The group with which this was tried was in charge of Miss Luella A. Palmer, Director of the public school kindergartens of Greater New York, who was at that time a graduate student in this department. The experiment started in 1905 was one of the earliest attempts in any field of education to apply

the principles of democracy to school organization. To provide conditions suitable for training in the beginnings of self-government, wide opportunities were offered the children for learning from each other, through their own experience, emphasis being laid upon the initiation and execution of their own purposes and plans. While this 1905 experiment was timid as compared with the later experiments which grew out of it, choices and decisions were turned over to the children whenever possible to do so without waste of time and effort. A conscious attempt was also made to work out a technique of teaching, built upon a new conception of the teacher as a guide rather than as a dictator. The teacher was conceived of as the mature member of a social group of immature beings, in which her wider experience, wiser judgment, greater knowledge and technique were to be at the disposal of the children, when she or they felt the need of adult direction.

Few observers were interested, since the procedure seemed radical in the extreme, as compared with the conservative and formal kindergartens and first grades of the day. For this reason, it was deemed advisable to defer the continuation of this venture until 1915, when better conditions were afforded in the kindergarten and playground of the Horace Mann School. Much wider interest was awakened by this second attempt. This increased interest was manifested in a request, coming from both parents and school, for the continuation of this type of organization in the first grade. To promote its success, one of the teachers, who had participated in the previous experiment in the kindergarten, was selected to carry on similar work with the same group of children in the first grade.

The second trial of this experiment found us far more

courageous, as the 1905 attempt had convinced us that even young children were far more capable of learning self-government than we had dreamed. One of the most marked results of these opportunities for learning self-direction was the decreasing necessity for teacher-administered discipline and punishment. Not only those teachers who participated, but the majority of those who observed consecutively, were convinced that a social organization based upon wisely directed liberty was the only medium in which habits of self-direction and social co-operation could be established. In this way the school served as a laboratory of democracy, in which the technique of democratic citizenship could be gradually acquired.

Even in 1915, however, this form of social organization impressed the more conservative pedagogical minds as radical and wasteful. In order, therefore, to justify the results of such training through some more convincing evidence than the mere enthusiasm of those who were conducting the experiment, it was realized that some method of recording daily work must be devised. Up to this time few systematic efforts had been made to record the progress of young children. With no precedent at our disposal, we decided to appoint special observers to make records of what they considered typical outcomes in the individual and social behavior of the group. These were listed as carefully as the scientific training of teachers at that time permitted, and the results were tabulated. The observers, disagreeing in minor details, unanimously agreed that this freer organization offered conditions in which the children learned initiative, independence, perseverance, concentration, and social co-operation such as the old order had never provided.

It was then discovered that these records of the children's

progress served, not only as a statement of what had actually transpired, but as standards of possible attainment through the more freely organized work and play.

Some of the captions used in this early record sheet under which we classified the attainments of the children were: ability to initiate purposes and plans, ability to persevere or "stick to one's job" in spite of difficulties, ability to lead and follow intelligently, ability to work alone or in a group, ability to know when one needs help and when and where such help is to be secured, ability to give fair criticism to self and others and finally to profit by such criticism.

This method of recording children's progress, improved in form from year to year, was used from 1915 to 1921. At this juncture the need for the criticism and direction of a highly trained psychologist was recognized. The difficulty lay in finding an expert willing to do pioneer work in the psychology of these early years. When criticism was asked, psychologists invariably pointed out that little help could be given, because the captions under which the records were made dealt almost exclusively with non-measurable qualities, those not sufficiently objective to induce psychologists to attempt to scale or measure them. While the qualities, as such, were approved and acknowledged as of unquestioned worth, they were too vague, too indefinite, to warrant attempts at scientific measurement. It was agreed that some more objective outcomes must be found before further attempts could be made to measure the progress of young children.

At this stage of the experiment, the department secured the services of Doctor Agnes Rogers, who directed us in the process of breaking up the captions of our previous records into the more specific abilities and habits involved.

After working with some three or four hundred leaders in

kindergarten and primary education, specific habits which the majority agreed that young children should form were listed and a tentative "Habit Inventory" was published.* This was used as the basis of further study and experiment, not only in the kindergarten and first grade of the Horace Mann School, but with groups of children under the direction of the teachers co-operating with Doctor Rogers in the inventory and habit scale.

As this inventory was used, the observers noted, not only the obvious improvement and acceleration of habit-formation with the children, but also that the supervisors and classroom teachers began to think of all instruction in terms of desirable changes in thought, feeling, or conduct; in other words, in terms of changed behavior due to a changed nervous system. As was but natural, changes in behavior were appreciated first in the realm of moral and social conduct. But as the study proceeded, the conception of behavior grew to include, not only those technical activities listed as conduct, but all those changes in thought and feeling, directly or indirectly, immediately or remotely, leading to and influencing behavior.

In order to clarify our own thinking in the use of psychological terms and in listing these changes in the child's behavior, whether in the realm of thought and feeling, in appreciation, attitudes, and ideals, or in the more overt modifications in conduct, some definition of the technical differences in these phenomena had to be agreed upon. Recourse was had to Doctor Edward L. Thorndike's writings and the following conception of behavior accepted:

"I use it to refer to those activities of thought, feeling,

*A Tentative Inventory of Habits: Bureau of Publications, Teachers College.

and conduct in the broadest sense which an animal—here, man—exhibits, which are omitted from discussion by the physics, chemistry, and ordinary psychology of to-day, and which are referred by popular usage to intellect, character, skill, and temperament. Behavior, then, is not contrasted with, but exclusive of, conscious life."

Two results of accepting this point of view followed: first, all outward evidences of ability to appreciate the beauty of music, art, or literature were considered of too great importance to omit in our records of desirable changes; second, subject-matter, as such, was thought of in terms of activities and experiences leading to desirable changes in thought and feeling, or in conduct. As a consequence, instead of making our "Habit Inventory" an appendix to the curriculum, then in use with its subject-matter, knowledge and technique, we found ourselves gradually transforming the curriculum, as a whole, by applying the principles of habit formation to all of the school subjects. Thus the proper conduct of the three R's or the correct technique of the fine and industrial arts became as evident as the so-called moral or social conduct. Each school subject was studied from the viewpoint of the desirable improvements in thought, feeling, and conduct which might thereby be stimulated and established in habits of behavior. Thus the activities of each subject were listed in one column; opposite were listed the desired changes which should grow out of these activities.

This has proved a difficult task for laymen to attempt, and it has been a project requiring unremitting labor for many months on the part of the department, as a whole, and the committee in particular. Faulty though this first presentation may be, it has at least set up definite aims and objectives

to the teachers of young children, laying the emphasis, not on knowledge or appreciation, as such, but on desirable changes or improvements in these—in the changed nervous system which leads to habits of behavior, finally culminating in character.

This step forward from a "Habit Inventory" at large to the study of each aspect of the curriculum, not as a formal school subject, but as a social situation rich in activities and experiences leading to the formation of desirable habits, avoids a danger which we had realized from the first; that is, of teaching habits out of their organic relation to situations. From the first we had feared that habits might be taught arbitrarily, separated from social situations which give rise to the necessity for their formation. When conduct is acquired in a social situation, it not only takes on meaning but is likely to be associated in the mind of the child with a sense of satisfaction or pleasure. For this reason, the child, as well as the teacher, must be helped to a realization of the necessity for the conduct desired. This possibility is increased if the conduct set as the objective is acquired *in* experience, *in a* situation, the conduct itself serving, not only as an aim, but as a desirable and economical solution of the problem involved in the experience.

[When the child, as well as the teacher, is thus made conscious of the acquired conduct as a happy means of solving individual or group problems, the result is associated with satisfaction.] It is a psychological law that any activity which is not associated with a sense of satisfaction may be lost. In other words, it is not likely to be repeated except when dictated by external authority. The economy of learning conduct in experience may be illustrated with any habit selected

from the "Habit Inventory"; for example, one of the habits listed was the proper technique or conduct of crossing the street, a habit of tremendous importance in safeguarding the lives of little children in large cities. In the curricula of the past, the knowledge and conduct involved in this habit would find no place; or, if considered worthy of a place in the curriculum, it would have been presented to the child as a matter of information, leaving the application to mere chance. In this curriculum, however, this desirable conduct is not presented as unapplied knowledge, or taught out of the experience which calls for it. The school excursion would be selected as the best social situation for teaching the child "Safety First." Here is the medium in which this particular knowledge, ideal or conduct can be learned with the minimum of time and effort on the part of both teacher and child.

In making this curriculum one group of teachers started with the subject or situation, listing the inherent activities and conducts desired; the other group approached from the standpoint of the specific habit of conduct listed in the inventory, searching for the natural situations in which to set the habit to be formed. Thus, whether one started with the inventory or with the situation, the outward result was the same; but in school practice it makes a vast difference whether the teacher views a habit as something to be taught at any time, or under any conditions, or as a form of activity organically related to an experience or situation in which the *raison d'être* for learning arises.

No attempt is here made to present a curriculum as a whole, with the specific story to be told or read, the song to be sung, the game to be played, etc. Instead, an effort has been made to set up the different objectives, when the song

is sung or listened to, the story read or told, which, if attained, will lead to changes in thought, feeling, and conduct in each of these situations.

While improvement in conduct leading to habit is our most fundamental aim in making this curriculum, changes in thought and feeling, changes in appreciation, ideals, and attitudes, have not been omitted. Though the knowledge and ideals involved are not listed separately, it should be noted that they usually appear under the heading of activities or outcomes. A separate, more specific and detailed listing of the knowledge and ideals involved in these activities and conducts is being attempted as this, the first of a series of monographs on the education of young children, goes to press.

Since the technical meaning of conduct is better understood by the classroom teacher than that of behavior, we are venturing to call this a "Conduct Curriculum," though a "Curriculum of Behavior" might be technically more correct. Psychologists will pardon this verbal change, if by the use of the term we get over to the public the idea that education must set as its objective the *changed child*—the child in which desirable changes in thought, feeling, and conduct are sought and achieved day by day, until habit and character have been established.

In previous experiments we have attempted to apply the principles of education set forth by Doctor John Dewey, especially in his theory of the socialized school, the relation of interest to effort, and the conditions of moral training and of thinking. In this experiment we have endeavored to conserve these brilliant contributions. An effort has, however, been made to analyze these into more definite and measurable

form, in closer accord with the standards of present-day psychology. To those psychologists who have given criticism, direction, or encouragement to this lay effort we wish to express our gratitude, while in no way holding them responsible for this attempt to utilize their contributions. In one capacity or another, directly or indirectly, we have been assisted by Doctors Thorndike, Rogers, Gates, McCall, Cunningham, and Taylor.

This endeavor to define the objectives in each school situation is already bearing its fruit in the education of young children in better teaching and better learning. Much vagueness has been eliminated, and even the untrained teacher can face each period in the schedule of the school day with a clearer consciousness of what she and the children must seek and achieve. In setting these very definite aims and objectives we must, however, endeavor to make them a means of wider freedom. Otherwise we may clip the wings of the child, robbing these early years of their naïve and care-free spontaneity and creativity. The objectives must not curtail the child's opportunities for originality and initiative. On the contrary, we must make habit serve as a means to a more productive creativity. The relation of originality and creativity to technique, habit, and routine has been pointed out by Doctor Edward L. Thorndike in his pamphlet on "Education for Initiative and Originality." He says: "Originality must not mean weakness in doing routine work in old ways, or any essential dislike of traditional knowledge or customs as such, or any paucity of fixed habits; but strength in doing work that is new, or doing it in new ways, an attitude of hoping to change knowledge or practice for the better, an organization of habits that causes their progressive modi-

fication. It is my privilege to know a fair number of original thinkers and workers in science, medicine, the ministry, law, and business. Such men are extraordinarily competent in routine work and extraordinarily strong in mere knowledge. The most original children of my acquaintance are so, not by any denial of the claims of mere lesson-learning and skill-acquiring in traditional ways. On the contrary, they could beat pedants and hacks of equal age at their own games. Occasionally they, and like minds of older age, become justly sceptical of the past and impatient of methods adapted to dull minds, but they never have the hopeless scepticism of the fool who does not care enough about the past even to learn its contributions."

In this day and generation one must not be unduly optimistic as to the result of experiments. Enthusiasm is entirely out of style in scientific circles and the day for faith in panaceas is past. Nevertheless, one might timidly venture to prophesy a better future for both school and society when the behavioristic conception of education shall be applied in the early impressionable years of childhood. The appreciation of the importance of these early years is increasing all over the world. From England we get the title of Edmond Holmes' most recent book, "Give me the Young." In America, Arnold Gesell says, regarding the relation of the pre-school period to all later stages of development: "There is one stage which has an autocratic position in the series, and therefore dominates all the rest—the autocracy of priority. The pre-school period is biologically the most important period in the development of an individual for the simple but sufficient reason that it comes first. Coming first in a dynamic sequence, it inevitably influences all subsequent

development. These years determine character, much as the foundation and frame determine a structure. . . . The very laws of growth make these the most formative of all years. The younger the creature the more rapid its growth. In a certain sense the amount of mental growth which takes place in the first sexennium of life far exceeds anything which the child achieves in any subsequent period."

As a young nation we stirred the enthusiasm of other peoples, over a century ago, in a declaration of the principles of national government. To-day, not only critics across the seas but we ourselves, in moments of discouragement, are prone to pronounce our national experiment a failure in the application of these principles to national conduct. We cling to our principles when asking the reason for repeated failure. Some would say we begin our training too late in life, thus overlooking the rare opportunities our schools offer for training in democratic citizenship.

When the wasted possibilities of these early years of childhood are utilized, when thought and feeling are transformed into desirable behavior, a "Great Society" may not be a dream but a prophecy based on a reasonable hope.

PATTY SMITH HILL.

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I. THE SCHOOL SITUATION

1. THE SCHOOL ENVIRONMENT

The Horace Mann School is the demonstration school of Teachers College, Columbia University. The kindergartens are in Teachers College; the first grade (Room 101) is in the Horace Mann School building.

The outdoor play space is limited and there is no provision for school gardens. The kindergarten and first-grade children use the University campus, which is across the street from Teachers College. The first grade also uses 120th Street, which is closed to traffic during school hours. Riverside Park and Morningside Park are within easy walking distance.

The entire school and college plant, including the swimming-pool, shops, museum, libraries, studios, laboratories, and engine-room, is open to the children for excursions and demonstrations.

2. THE SOCIAL BACKGROUND

The children attending the Horace Mann kindergarten and first grade come from families living in comfortable circumstances. A few children are from wealthy families and a few from the families of students in the College.

The fathers of the children are for the most part professional men: teachers, lawyers, doctors. Some are business men. Practically all of the mothers have some interest outside of the home which occupies part of their time. Many of them are following some definite line of study in Household Arts, Nutrition, or some of the various phases of

Psychology, while others are actively engaged professionally or in business, either from necessity or from choice. In many cases one parent is a college graduate, in some cases both parents.

The group is drawn largely from American families, but there is a small representation of other nationalities—English, French, Japanese, Russian, etc.

The majority of the children live within easy walking distance of the school, though some have to come long distances in public or private conveyances. Only a few families have automobiles.

The homes are, in the main, apartments. In most homes there is a maid, and in a number there is a nurse or governess. Almost all the children leave the city during the summer months, going to the seashore, mountains, farms, and occasionally abroad.

The children's days and diet are carefully planned, with early hours and balanced foods, simple clothing, and fresh air. Nearly all of the children are taken out of doors in the afternoon for play in the campus or parks, where they have the opportunity of playing with other children and sharing their toys. About 25 per cent of the children are "only" children.

Most of the children have had the experience of going to the moving pictures and other entertainments, but are not often taken to these. Nearly all have visited the Museum of Natural History, the Zoo, and a few have been to the Metropolitan Museum and the Aquarium.

The parents frequently visit the school and hold conferences with the teachers with regard to the work of the children.

3. THE PARENTS' ASSOCIATION

The Horace Mann School has a Parents' Association, the members being the fathers and mothers of the children from the kindergarten through the high school.

A meeting to discuss some subject of general interest is held once a month in the evening. These meetings are open to all members.

The general organization is divided into class groups, each group being represented by a "grade mother" as chairman. These groups meet at their own convenience and carry on the line of activity or study which seems most necessary in relation to the specific problems connected with their children. Some of the topics discussed in group meetings of the kindergarten and first grade have been Nutrition, Emotional Life of the Child, Control and Discipline, Work and Aims of the Kindergarten and First Grade, Children's Books, What to Tell Children along Biological Lines.

The mothers co-operate with the children in the sale held each year for the benefit of some local charity, and have their table of fancy articles and cakes, which they donate and sell.

The Parents' Organization makes for close relationship between the home and the school. The parents, being intelligently interested in the efforts and activities of the school, are always ready to co-operate in any phase of activity the school may wish to carry out.

4. HEALTH OF THE CHILDREN

Once a year each child in the kindergarten and first grade is given a complete physical examination. The objects of this physical examination are: (1) To keep a record of the

pupil's progress in growth and health from year to year, (2) to discover and to suggest ways and means of correcting any remediable defects or physical abnormalities.

Physical defects and deviations from the normal are followed up from time to time through the appropriate channels: the home, the school, or the office of the school physician.

The physical examination is made as early in the school year as circumstances permit. It includes the filing of a personal history blank filled in by the parent or guardian, who is notified of the time and place of the pupil's physical examination and invited to be present.

At the physical examination the child's exact age is recorded, his hearing is tested, also his vision and color perception. The child is observed for signs of nervousness, peculiarities of gait, defects of posture, speech, etc. He then goes into the dressing-room, undresses, and puts on an examination robe. From here he passes into the office of the school physician, where his height, weight, lung capacity, strength of right and left forearm and chest measurements are taken. Signs of eye-strain are recorded, also condition and eruption of the teeth, condition of the nose, throat, tonsils, cervical and thyroid glands, signs of adenoids, and condition of the skin. The heart and lungs are examined, hernia is looked for, scars from operations are noted and their condition observed. A record is made of scar from vaccination. The general posture, spine, and feet are examined. Marked defects in posture and especially weak feet are referred to a special teacher of corrective gymnastics for further examination and appropriate corrective treatment. A record is made as to whether the child is above or below weight for his age and height.

In 1922-1923 out of 96 kindergarten children, as a result of the physical examination 85 were graded as good in general physical condition, 10 as fair, and only 1 as poor.

After even one day's absence from school on account of illness, a child may be readmitted to the school only after he has been seen by the school physician and given written permission to return to his classroom. This precaution is taken to protect the pupil himself from going into a group of children when he is below par, and also to protect the group against any disease which the pupil might spread were infectious symptoms still present.

It is almost impossible for the school to prevent the primary cases of infectious diseases. This may be done to a certain degree by ever-vigilant parents who keep their children at home for the very slightest sign of ill-health. The school does try, however, to eliminate secondary cases of infectious diseases by notifying the parents of susceptible children as soon as an infectious disease has been discovered or reported in the group. When the parents are thus notified suggestions are made which if carefully followed should do much to prevent the recurrence of the particular disease in question.

The children are weighed and measured every two weeks, and a careful record of height and weight is kept.

Emergencies, such as bumps, bruises, sudden indispositions, etc., are taken care of in the office of the school physician.

5. MENTAL STATUS OF THE CHILDREN

Through the co-operation of the Department of Psychology a psychologist gives two mornings a week to the kindergarten and first grade. Besides giving individual and group tests,

she studies unusual or difficult children and gives advice as to treatment.

The Stanford Revision of the Binet-Simon Intelligence Test is given to all children who enter the kindergarten and first grade. The findings for 1922-1923 are given below, the mental ages being computed as though all the tests were made on October 1, 1922.

	LOWEST	HIGHEST	MEDIAN
<i>Kindergarten:</i>			
Chronological age.....	2-1	6-0	4-7
Mental age.....	2-5	7-4	5-5
Intelligence quotient.....	84	145	119
<i>First Grade (Room 101):</i>			
Chronological age.....	5-5	6-7	5-10
Mental age.....	5-10	8-10	7-1
Intelligence quotient.....	94	146	118

The intelligence quotients of the children are reported to the teachers by the psychologist, but are reported to the parents of the children only in approximate terms.

6. ROOMS AND EQUIPMENT

	AGES (YEARS)	ROOMS	CHIL- DREN	TEACHERS
Group I.....	2½-4	Medium-sized room.	15	One and student assistants.
Group II.....	4-5	Large room.	25	One and assistant.
Group III.....	5-6	Very large room with small connecting room.	60	Four.
First Grade....	5½-6½	Medium-sized room.	25	One.

CLOAKROOM FACILITIES

The kindergarten children's cloakroom is across the hall from the large kindergarten. It is light, well ventilated, with white painted walls and white-tiled floor. It includes:

Three toilets (one adult size, two small).

Two low wash-basins with hot and cold water.

Liquid soap, paper towels.

Individual lockers for children's wraps.

 Closet for teacher's wraps.

The 4-5 kindergarten and the first grade have their own cloakroom arrangements, not as satisfactory as the above.

EQUIPMENT

The equipment of each room varies with the age of the children and the size of the room. Some of the equipment is common property; pictures, apparatus, and toys are frequently moved from room to room. Only a brief list of equipment is given here; for details see sections on library, housekeeping, doll play.

Furniture and accessories of rooms:

Tables 24" x 18" and 42" x 18". Brown, varnished, several heights.

Chairs, Mosher. Brown, varnished, several heights.

Library table and chairs.

Bookcases.

Piano.

Victrola.

Sand table (in each room—except first grade).

Work bench.

Wood-box.

Boxes for blocks.

Low individual lockers for children's possessions.

Closets for materials.

Blackboards.

Display boards.

Apparatus for physical exercise such as slide, merry-go-round, swinging ropes, doorway swing and horizontal bar, rocking seat, seesaw, balancing beam, rocking horse (flat seat.)

Toys, including dolls and doll furniture, doll carriage, piano, cradle, balls, jumping ropes, hoop, hobby-horse (the last four used mostly for outdoor play.)

Pictures, framed and unframed.

Books.

Housekeeping materials, such as dustpan and brush, mop, dish-pans, etc.

Nature materials—window-boxes, plants, flower-vases, cages for pets, etc.

Necessary equipment for fine and industrial arts.

7. TIME SCHEDULES

KINDERGARTEN, 2½-4 YEARS

8.45-9.45. Arrival, changing shoes, work period.

9.45-10.00. Toilet and preparation for lunch.

10.00-10.30. Lunch.

10.30-10.50. Rest.

10.50-11.20. Music.

11.20-12.00. Story, changing shoes, play (outdoors when weather permits).

KINDERGARTEN, 4-5 AND 5-6 YEARS

8.45-10.00. Arrival, changing shoes, work period.
10.00-10.30. Group meeting for conversation, singing, and rhythm.
10.30-11.00. Preparation for lunch and lunch.
11.00-11.10. Rest.
11.10-11.30. Changing shoes, washing dishes, story.
11.30-12.00. Varied activities—games, outdoor play, band, excursions, etc.
12.00 Dismissal.

NOTE.—These time schedules are merely suggestive. Weather permitting, the time schedule is changed to allow for as much outdoor play as possible.

FIRST GRADE

Time schedule varies each day on account of special lessons.

A typical, suggestive time schedule:

8.45-9.45. Work period.
9.45-10.15. Music.
10.15-10.30. Recess.
10.30-11.00. Lunch and rest.
11.00-11.30. Class work—reading.
11.30-11.50. Gymnasium.
11.50-12.30. Class work—reading, story period, dramatization or excursion.
12.30. Dismissal.

II. PRINCIPLES, METHOD, AND ORGANIZATION

1. EDUCATIONAL PRINCIPLES UNDERLYING THE CURRICULUM

1. The Kindergarten-First-Grade situation should be one in which the children have every opportunity for physical development:
 - (a) A hygienic environment, space, sunshine, and air.
 - (b) Freedom to move in the environment and materials which encourage activity.
2. The situation must provide for intellectual growth, with consideration for individual differences.
3. The emotional life of the child should be well balanced. It is as important to avoid emotional overstimulation as to avoid physical and mental strain.
4. The social organization should be democratic in spirit and should allow for:
 - (a) Authority, leadership, participation, and co-operation.
 - (b) Opportunity for the gradual taking over by the children of responsibility for the organization and conduct of the group.
5. For the child of this age moral training is largely social adaptation. The teacher should be conscious of the opportunities for such training and of the necessity for the formation of habits and attitudes such as obedience, consideration for others, respect, and reverence. The amount of actual religious experience to be given is a matter for the individual teacher to decide.

2. METHOD

THE CHILD'S PART

The child's part is to respond to various materials placed where they are readily available to him and to use these to carry out problems of his own. He responds also to other stimuli provided by the teacher or the group. The child, as far as possible, purposes, plans, carries out, and judges the result of his problems. He should learn when to ask for help and how to accept and use suggestion and criticism, both from the teacher and from other children. He should learn how to work harmoniously in a group as either leader or follower, to share materials, and sometimes to subordinate his own interests to those of the group.

THE TEACHER'S PART

The teacher's part is to supply the environment which will call out desired responses in the children. She is there to control the situation without dominating it. She should be able to raise standards of work step by step through:

- (a) Giving help in technique, information, suggestion, and criticism when necessary.
- (b) Supplying problems when the child has no worthwhile problems of his own, or when she sees the need for a certain type of work.

The teacher studies the children individually and keeps careful records of their work and progress.

SUBJECT-MATTER

The subject-matter of the curriculum is supplied by both children and teacher. It may arise in different ways:

- (a) Through responses of the children to the environment provided. This environment is planned to meet tendencies which careful study of children has shown to be uppermost at a given age. The environment is not static, but changes to meet the growing needs of the group.
- (b) Through direct suggestions from the teacher or children. This includes subject-matter which arises through outside experiences the children may have and in which they wish the group to participate.

e. g. A child who had been to the silk show brought a cocoon to kindergarten; this led to discussion of silkworms and silk.

It also includes certain experiences which the teacher knows to be valuable and wishes the group to have.

e. g. A child made a table-cover and wished to know how to decorate it. The teacher showed her how to use stick printing. Other children became interested in the new method of decoration.

- (c) Through tradition.

i. Certain holidays and activities recur each year:

While the activities differ, certain phases of them remain the same.

e. g. The Christmas celebration with its service in the chapel, making gifts for parents, the Christmas party.

The spring sale with the making of articles for the sale, etc.

2. Certain activities are reintroduced each year by children who have had older brothers or sisters in the kindergarten.
e. g. A child will ask for a certain material not at that time in evidence, because he has seen his sister or brother use it.

Subject-matter seldom centres around one particular interest; the interests of children from 2 to 7 being in the main immediate and individual. Occasionally, as in the preparation for Christmas or the spring festival, handwork, dramatic play, songs, and other activities naturally correlate with the interest in these festivals.

All subject-matter brought in or suggested by the children is not equally valuable. The teacher must discriminate and select only that which is worth-while.

3. ORGANIZATION

The ideal of organization in the kindergarten and first grade is to make the situation as far as possible a democratic one, so that the children will learn the ideals and conduct of a democracy.

As the children are immature they cannot be entirely responsible for the conduct of the room—they have a right to the protection of authority. Because the teacher is responsible for the welfare of the children her first duty is to establish definitely her authority. One way in which she does this is by expecting and getting immediate response to a piano signal. On hearing the signal the children leave their work and either stand quietly listening to what the teacher has to say or come quietly to the piano. The teacher uses her

authority for the safety of the children, in emergencies, and for the public welfare. She may establish certain rules such as instant response to signals in fire-drill, quiet in the halls, but the reason for these rules is talked over with the children and understood by them.

There should be a gradual sharing by the children of responsibility for the organization and control of the room. In the youngest group there is little group consciousness and the organization is almost entirely by the teacher. With the older kindergarten children there is a definite response to public opinion, the children are able to make many of their own rules and to offer intelligent solutions to problems which arise. The first-grade children not only make practically all their own rules, but are able to see the situation which calls for the making of a rule.

Group meetings are called whenever situations arise which make them necessary. There is a marked growth in the children's ability to take part in and be responsible for these meetings. The following illustrations are suggestive of the stages in this growth:

- i. The teacher sees the situation, calls a meeting, puts the problem before the children, asks their help in the solution of it. The children may at first have very little to offer, the teacher may have to give the solution herself.

e. g. There was a tendency for a number of children to ride on the merry-go-round, which is built for three. A meeting was called to discuss the situation. The suggestions offered were impractical; *i. e.*, "Put a fence around the merry-go-round." "Put it out of the room." The teacher

then offered her suggestion that a rule be made allowing only three children on the merry-go-round at one time. This suggestion was accepted and obeyed by the group.

2. The teacher sees the situation, calls a meeting, puts the problem before the children and asks their help in its solution. The children offer reasonable suggestions, the best of which is accepted by the group.

e. g. In the first-grade room swinging on the rope during work period made it dangerous for those carrying scissors and other materials. The children, in a group meeting, decided that the rope should be used for climbing but not for swinging during work period. A rule to this effect was made and carried out by the group.

3. The children see the situation, ask to have a meeting called, and offer their solution of the difficulty.

e. g. There was confusion in the hanging up of wraps after the first-grade recess. The children saw the need for a group meeting and offered a satisfactory solution.

The solution to a problem may be either in the form of a rule or a suggestion, there being comparatively few actual rules. It is important for teacher and children to see that the rules made are kept. However, a rule made by the children themselves is not as often broken as one made by the teacher.

Other meetings are called to discuss such topics as:

1. The children's responsibility for the care of the room and of materials.

2. The children's work:
 - What constitutes a good product.
 - Why a certain product or method of work is poor and what can be done to improve it.
3. Other subjects of interest, often introduced by the children:
 - Plans for excursions, the weather, birthdays, interesting things the children have seen, etc.

In these meetings, as in the meetings for organization, there should be growth in the responsibility of the children for the conduct of the meeting and the subject-matter introduced. Some of the specific conducts which are a result of these meetings are:

1. Speaking distinctly and audibly.
2. Standing when speaking to a group.
3. Speaking one at a time.
4. Speaking only when there is something worth while to say, and keeping to the point.
5. Sitting still and listening while another child is speaking.
6. Voting on a proposal by raising hands.
7. Realizing that it is the vote of the majority that counts.

(See also "Language")

III. THE TYPICAL ACTIVITIES OF THE CURRICULUM AS RELATED TO DESIRABLE CHANGES IN THOUGHT, FEELING, AND CONDUCT

The different divisions of the curriculum have been considered under:

- (a) The activities involved.
- (b) The changes in thought, feeling, and conduct to which these activities lead.

An attempt has been made to follow a uniform plan, but some adaptations have been necessary, as certain parts of the curriculum do not lend themselves to this plan. In general the form which has been followed is the listing of the typical activities of each group in each subject. The desirable changes in thought, feeling, and conduct to which these activities lead have been listed in a second column.

The activities listed have not been selected arbitrarily by the committee. They are the result of years of study of the activities which are likely to occur in certain situations and to recur each year. The list is by no means a final or prescribed one. Other activities may grow out of the children's interests, and it is not supposed that *all* the activities suggested will occur in one year's work.

With a few exceptions each column has been divided into four groups for each subject. These groupings also are merely suggestive. There can be no definite line of demarcation—it is expected that there will be a steady and continuous growth from year to year. One hundred per cent efficiency is neither expected nor desired.

1. THE WORK PERIOD

In the morning when the children come into the room they have time to speak to the teachers, to the other children, to attend to their pets, plants, or to any special interest. There is no set time for work to begin.

As the child selects his own problems, the activities of the work period are many and varied. The teacher guides selection when necessary, suggesting to a child who needs group play that he join a group playing with the large blocks; to a too active child that he work at the tables. She holds the children up to the standard of their highest achievement, raises standards of workmanship through individual suggestion and help and through group criticism; and introduces new activities when the need for them is evident. (See "Method.")

In this period materials are provided which stimulate:

1. Activities which give physical development (particularly needed by these apartment-house children.)
e. g. Using apparatus, playing with the large blocks, working with wood, etc.
2. Activities through which the child learns to play with other children.
e. g. Using apparatus, using blocks, playing with dolls, etc.
3. Activities which give opportunity for thinking through a problem, for planning and originating.
e. g. Using blocks, taking part in dramatic play, using industrial and fine arts materials, etc.
4. Activities which give opportunity for satisfying a play or practical need.

e. g. Making things for dolls, making a work-apron, etc.

5. Activities which give opportunity for imaginative play.

e. g. Playing in house built with blocks, playing with dolls, playing in the sand, etc.
6. Activities through which the child learns to be responsible for and to take care of his own and others' possessions.

e. g. Getting out and putting away materials, cleaning up after work period, watering plants, etc.

Standards for judging the degree to which an activity is valuable:

1. Is it the type of activity needed by the child at that time?

e. g. A child who has been swinging on the ropes for some time should change to a quieter activity. (The children themselves should gradually take the responsibility for this.)
2. Is the child's use of the material legitimate?

e. g. A child may be using material roughly or in a way that annoys the others, or he may not have chosen the material best suited to his purpose.
3. Is the work that the child is doing up to his highest standard and does it show progression, or is he merely manipulating material or repeating an activity?

e. g. A child may be pounding clay or making an object he has made several times before.

CONDUCT CURRICULUM

(Manipulation of material is, of course, legitimate with the younger group and with the older group at the beginning of the year.)

NOTE.—One of the advantages of the informally organized work period is that the child can progress at his own rate.

Standards for judging material:

1. Does the material encourage thinking?
2. Can the child use it to make a worth-while usable product?
e. g. Sewing a doll's dress or an apron rather than a sewing-card.
3. Is the material such that the child's use of it will not cause eye or muscle strain?
e. g. Large stone floor tiles instead of wooden tablets.
4. Does the material conform to art and industrial standards?
5. If the material is permanent, is it durable and hygienic?
e. g. Schoenhut wooden dolls rather than breakable or rag dolls.

(a) GENERAL ACTIVITIES AND CONDUCTS OF THE WORK PERIOD

(INCLUDING ARRIVAL AT SCHOOL, DEPARTURE FROM SCHOOL)

Typical Activities

GROUPS I, II, III, AND FIRST GRADE
Coming into the building.
Going to the cloakroom.

Desirable Changes in Thought, Feeling, and Conduct

GROUPS I, II, III, AND FIRST GRADE
Learning to be responsible for self in halls and cloakroom.



CHILDREN LACING SHOES

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Finding own locker.	Learning to take off or put on own wraps promptly.
Taking off outer wraps or putting them on.	Learning to button or unbutton clothing and put it in own locker.
Hanging up hat, coat, putting away mittens, leggings, and rubbers in proper place.	Learning to put lunch where it belongs.
Putting lunch in proper place.	Gaining an attitude of respect and obedience toward parents and other adults.
Coming in contact with grown-ups (maids, nurses, parents).	Learning to enter room politely. Greeting teachers and children courteously.
Coming into room, meeting the teachers and children.	Learning to lace, tie, or button shoes quickly.
Changing shoes.	Knowing if apron is needed.
Putting on aprons.	Learning to fasten apron.
Choosing an activity, such as: Feeding and cleaning pets. Watering plants. Using apparatus. Using materials—blocks, sand, books, dolls, clay, paints, crayons, paper, wood, cloth, worsted, roving, etc.	Being willing to help other children. Responsibility for shoes and apron when not in use. Learning to use time wisely, <i>i. e.</i> , balance between quiet and active work. Learning where materials are kept. Responsibility for getting out and putting away materials.
Getting out and putting away materials.	Learning: to take care of materials and use them economically, to initiate and carry on individual and group activities, to work with other children. Increasing ability: to work independently, to co-operate with others, to respect rights of others,

CONDUCT CURRICULUM

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Putting away unfinished work.	to plan and carry through a problem.
Cleaning up room at close of period.	to persevere to the end, to see the worth of object made, to realize the difference between good and poor work.
Coming to group for discussion and music.	Desiring to improve in both work and play. Learning to work neatly. Knowing when help is needed, how to get it, how to give help to others. Enjoying thoroughly both work and play. Learning to keep lockers in order. (See Household Arts.)
	Learning: to select the right sized chair, to carry chair properly, to be responsible for self while group gathers.

(b) SPECIFIC ACTIVITIES AND CONDUCTS OF THE WORK PERIOD

BLOCK BUILDING

Materials

Group I. Hill blocks (without corner blocks).
 Miscellaneous blocks (large gift blocks in bulk, etc.).

Group II. Material same as Group I.

Group III. Hill blocks (with corner blocks).
 Miscellaneous blocks.
 Stabuilt blocks.
 Other playthings, such as furniture, toys, etc.

First Grade. Hill blocks.

Play materials including rope, pulleys, etc.
Stabuilt blocks.

GROUP I

<i>Typical Activities</i>	<i>Desirable Changes in Thought Feeling, and Conduct</i>
Taking out blocks and putting them away. (Blocks are kept in large boxes.)	Handling blocks with safety for self and others.
Experimenting with blocks (piling or placing lengthwise, sometimes naming product).	Pleasure in activity. Pleasure in using blocks. Satisfaction in vigorous use of whole body.
Playing with blocks—sliding them on floor or on inclined plane. (Play is largely individual.)	Beginning of interest in playing together. Gaining ideas from other children. Learning to share materials.

GROUP II

Taking out blocks and putting them away.	Continuation of conducts of Group I.
Building alone or in gregarious group.	Growing interest in the work of other children.
Constructing with more definite idea in mind—using more blocks.	Getting ideas through imitation.
Constructing something, calling it "train," "house," etc., and playing with it.	Ability to plan growing out of experimentation.

GROUP III

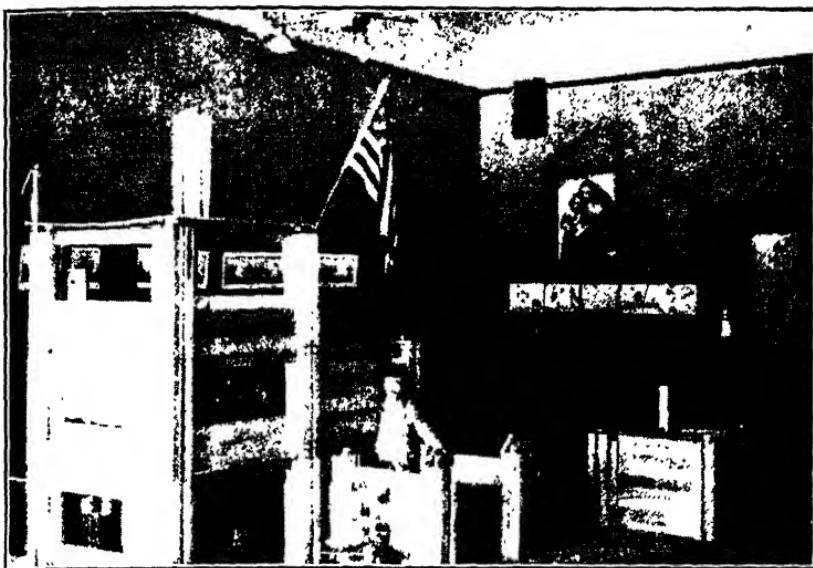
Taking out blocks and putting them away.	Continuation of conducts of Group II.
	Handling blocks and building safely.

CONDUCT CURRICULUM

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Working sometimes alone but more often in self-organized co-operative group with definite leader and followers.	Taking building down quietly, quickly, safely.
Constructing with definite purpose —plans usually made before beginning to build.	Growing ability: to work together, to plan together, to interchange ideas in arriving at common purpose, to concentrate on problem for longer period.
Building for different purposes: House Hospital Store Fort Boats Wagons Trains, tracks, etc.	Increasing interest in activity of constructing.
(Interest in play often interferes with further construction—children play in boat before it is finished.)	Increasing interest in product.
Experimenting with wheels and rods.	
Using Stabuilt blocks (largely in experimental way).	Interest in new way of fastening blocks together. Growing dexterity in handling small blocks.

FIRST GRADE

Taking out blocks and putting them away.	Continuation of conducts of Group III, with growth in efficiency.
Working in self-organized co-operative group with chosen leader.	Much more definite planning.
Building with purpose—plans quite definite and detailed, interest in plan often lasting for weeks.	Much greater interest in product.



PLAYING WITH HOUSE MADE WITH HILL BLOCKS



BUILDING HOUSE WITH SMALL BLOCKS

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Building for use (playhouse, stage).	(See "Number," "Dramatic Play," "Hygiene," "Reading.")
Experimenting with wheels, ropes, and pulleys.	Interest in simple mechanics.
Using Stabuilt blocks in more definite way—often working from model.	

MANIPULATIVE TOYS

Materials: Pegs, Boards, Beads, Tiles, Color Cubes, and Puzzles.

GROUP I

<i>Materials</i>	<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Pegs and boards.	Putting pegs in holes.	Learning to put pegs in holes.
Boards in piles.		
Pegs assorted in baskets.		Pleasure in handling material.

GROUP II

Putting pegs in holes with some idea of arrangement.	Ability to put pegs in holes with some idea of arrangement. Learning names of colors. Ability to sort colors.
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GROUP III

Putting pegs in holes with definite idea of arrangement.	Learning to use color to make interesting arrangement. Learning to count.
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CONDUCT CURRICULUM

FIRST GRADE

No use of pegs.

GROUP I

<i>Materials</i>	<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Beads. Assorted in boxes. Strings with long boddin ends in each box.	Stringing beads. Playing with string of beads.	Learning to string beads. Pleasure in activity. Pleasure in wearing beads.

GROUP II

Stringing beads with some idea of arrangement, color, form, number.	Learning to discriminate color and form. Learning gross differentiation (longer and shorter).
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GROUP III

Stringing beads with definite idea of arrangement.	Learning names of colors, to use colors and form, to make interesting arrangement.
--	--

FIRST GRADE

No use of beads.

GROUP I

<i>Tiles</i>	<i>Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Large cement floor tiles, about $1\frac{1}{2} \times 1\frac{1}{2}$, in various shapes and colors.	No use of tiles.	

GROUP II

*Materials**Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

Tiles.

No use of tiles.

GROUP III

Laying tiles:

- (a) Experimenting with combinations.
- (b) With some idea of arrangement.
- (c) With definite idea of arrangement.

Learning how to make borders and designs using principles of repetition and symmetry.

Learning to follow pattern.

Learning good color-combination.

FIRST GRADE

Same as kindergarten.

Learning to make more intricate patterns, borders, and designs, using more material.

Learning to copy and to originate.

Color Cubes

Materials not used in Group I or Group II.

GROUP III

AND

FIRST GRADE

Making a design, following pattern.

Making original design.

Learning to follow a pattern and to originate.

Learning good color-combinations.

Pleasure in use of color.

CONDUCT CURRICULUM

GROUP I

<i>Materials</i>	<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Picture puzzles.	No use of material.	

GROUP II

No use of material.

GROUP III

Putting pieces together to make picture with model present.	Learning to find right pieces by trial and error. Learning to follow pattern. Learning to see likenesses and differences.
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FIRST GRADE

Putting pieces together without model.	Learning to find right piece by constructive thinking.
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SAND

Materials

Sand box (on casters, with galvanized lining and cover).

Fine white sand (replaced when necessary).

Moulds.

Wooden spoons.

Aluminum measuring cups (quart, pint, half pint).

Wooden sand toys, trains and animals, shells, etc.

(Activities in sand change from day to day. The sand is never used merely as a background for a permanent scheme.)

GROUP I

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

Manipulating sand with no definite purpose in view:

Patting.

Pounding.

Piling.

Digging.

Making cakes and pies, tracks, etc.

Using moulds.

Sharing materials.

Trying to keep sand in box to prevent waste; learning not to throw sand.

Keeping floor clean under sand box.

Learning to use broom and dustpan.

Sweeping with care to avoid raising dust.

Putting sand which has been swept from floor in waste receptacle (not back in sand box).

Keeping sand toys in place.

Pleasure in using sand.

GROUP II

Manipulation is still in evidence.

Making tracks, tunnels for train, fences for animals, caves for animals.

(Problems are largely individual.)

Sharing space as well as materials.

Increasing skill in handling tools and keeping floor clean.

Tendency to formulate some plan before beginning work.

Increased realization of the fact that materials are common property and must be used by taking turns.

Growing interest in result.

GROUP III

Less interest in mere manipulation.

Working with definite plan.

Beginning co-operative problems, using entire space for one scheme, such as:
Railroad system.

Learning to play co-operatively.

Assuming responsibility for certain part of the general scheme.

Respecting ideas of other children.

Increasing ability to plan a large scheme.

CONDUCT CURRICULUM

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Farm.	Ability to decide upon the best arrangement and space for the things to be made.
City.	
River system.	
Fort and castle.	Ability to select the most essential parts to be made.
Hills and lakes.	
Noah's Ark Play.	
Using measuring cups. (Comparison of amounts.)	Gaining elementary ideas about measure.

FIRST GRADE

No sand. (Due to lack of space.) When it has been possible to have sand in First Grade, activities were much the same as in kindergarten Group III, with more adequate conducts.

INDUSTRIAL AND FINE ARTS

CLAY

Materials

Modelling clay of good quality.
 Large earthen jars with covers.
 Wooden boards on which to model.
 Water-color paints.
 White shellac and shellac brushes, receptacles for shellac.

The clay, kept in good condition for the children's use, is made into balls and kept in the clay-jar on a low table where the children can easily get it. Clay-boards are also kept on this table. Shellac is kept in a large jar and given to the children in small quantities as they need it.

GROUP I

Typical Activities

Getting out clay-board and clay.
 Manipulating clay.
 (Pounding, rolling, patting, poking.)
 Beginnings of representation. (Accidental at first.)
 Cakes, pies, snakes, balls, etc.

Desirable Changes in Thought, Feeling, and Conduct

Responsibility for care of material.
 Learning:
 possibilities of clay,
 name of clay,
 to keep clay off floor.
 Pleasure in manipulation and the accidental product.

GROUP II

Repetition of manipulation and accidental representation.
 Using material with definite idea in mind.
 Making marbles, balls, bowls, beads, candlesticks, ink-wells, dishes, animals, Christmas gifts, etc.
 Using paint and shellac.
 Beginning to make design.

Same as Group I.
 Also learning to sweep clay off floor and to wash tables.
 Knowing that clay should dry thoroughly before being painted.
 Learning how to paint and shellac clay.
 Learning to use small objects, (sticks, etc) to imprint design.
 Knowledge of possibility of design on clay.
 Appreciation of work done by self and others.
 Learning how to smooth clay and fasten pieces together securely.
 (Legs on animals.
 Handles on jugs, etc.)

Visiting pottery.

Gaining appreciation from watching an artist at work.

CONDUCT CURRICULUM

GROUP III

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Some repetition of manipulation and accidental representation.	Same as Group II.
Using clay with definite idea in mind to satisfy a play need. Making beads, balls, marbles, doll dishes, animals, figures, vases, bowls, etc.	Also—Better technique in smoothing clay, joining two pieces of clay.
Work in response to actual need: “Penholder for father.” “Bowl for mother.” Articles for spring bazaar.	Getting ideas from models or other children's work.
Making more elaborate designs on articles made.	Greater responsibility in keeping clay off floor. Taking only as much clay as is needed. Sharing with others when there is a small quantity of clay.
Visiting pottery.	More appreciation of form and spacing and of appropriateness of design.
Activities much the same as those of kindergarten.	Gaining appreciation and idea of technique from watching an artist at work.

FIRST GRADE

Activities much the same as those of kindergarten.	Increasing consciousness of technique. More definite purposes. Greater care in economical use of clay, keeping floor clean, etc.
Visiting pottery. Visiting Industrial Arts room.	Knowing more possibilities in use of clay. Ability to copy a model seen. (Model preferably made as child watches).

WOODWORK*Materials**Wood—*

Soft pine boards cut in various lengths and widths,
 $\frac{1}{2}$ -inch thick.

Sticks for axles and table-legs.

Wheels, etc.

Equipment—

Hammers, medium size—No. 3 (adze-eye).

Saws—cross-cut, rip, keyhole, and back-saw.

Mitre box.

Brace with various sizes of bit.

Bench clamps.

Work bench.

Rulers.

Screw-driver.

Gimlet.

Sandpaper.

Flat brushes for painting.

GROUP I*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

No woodwork.

GROUP II

(Very little work with wood.)

Hammering for the sake of the activity.

Fastening wood together. (No definite purpose in mind).

Interest in manipulation and experimentation.

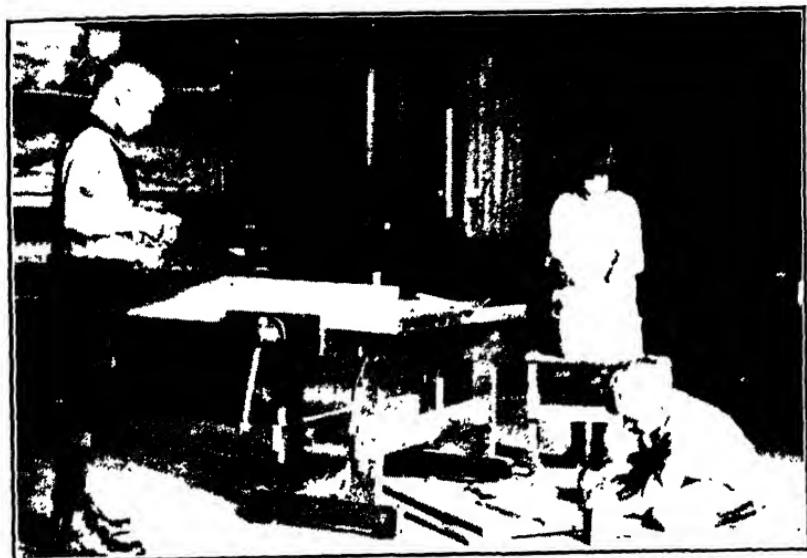
Pleasure in noise and activity.
 Developing muscular control.

CONDUCT CURRICULUM

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Beginning to get a crude product.	Beginning to learn: use of tools, to handle tools safely, to hold tools properly, to hammer nails straight, to put away tools.

GROUP III

Beginning problems such as:	Learning name and use of tools. Growing control in handling and using tools: proper posture, selecting proper wood and tools, hammering nails straight, removing nails, using proper size and number of nails.
Simple furniture (doll's bed, table, chairs, bench, etc.).	Responsibility for care of tools, taking out and putting away.
Things that "go" (wagons, carts, scooters, boats, swings, etc.).	Responsibility for cleaning up after working with wood.
Useful articles (boxes, book-ends, book-shelves, letter-files, picture-frames, etc.).	Learning to use material economically.
Painting articles made.	Pleasure in product (especially if product is large enough for child's own use—e.g., large wagon). Learning: to paint with grain of wood, to cover surface evenly, to hold brush properly, to keep paint off clothing and floor. Pleasure in painting surfaces and in using large brushes.



MAKING FURNITURE



STAINING FURNITURE

FIRST GRADE

Typical Activities

Activities much the same as in kindergarten with more interest in perfection of product.

Desirable Changes in Thought, Feeling, and Conduct

Increasing ability to plan work.
Increasing ability to use suggestions.
Improvement in technique.
More definite application of number and measure.

DRAWING

Materials

Large sheets of manila paper 9" x 12" and 12" x 18".
Crayons—medium-size, various colors. (Binney and Smith).
Blackboards and white chalk.

Pencils.

Each child is given a box containing nine crayons—six standard colors plus black, brown, and pink—which he keeps in his own locker.

GROUP I

Typical Activities

Getting out and putting away materials.

Scribbling.

Beginning to name scribble.
Beginning to express idea in drawing.

Desirable Changes in Thought, Feeling, and Conduct

Pleasure in activity and use of material.

Interest in experimenting with crayons or chalk.

Scribble gradually leading to desire to express something.

Desiring to name picture.

Beginning:

to draw a recognizable object,
to hold crayon properly,
to draw with proper hand.

Learning to place paper in right position.

CONDUCT CURRICULUM

GROUP II

Typical Activities

Experimental drawing.
 Drawing people, houses, flowers, etc.
Small beginnings of design—*i. e.*, repeating a unit.
 Trying out colors.

 Visiting art department.
 Visiting other grades.

 (Child draws largest the thing in which is most interested. Draws what he knows is there rather than what he sees.)

Desirable Changes in Thought, Feeling, and Conduct

Pleasure in creating.
 Learning care and use of materials.
 Growing ability to express idea.
 Learning to combine colors and to use stronger color.
 Learning to make designs—*e. g.*, doilies for table.
 Appreciating work of others.
 See "Excursions."

GROUP III

Same as Group II.
 Drawing pictures of flowers, houses, people, animals, boats, trains, etc.
 Making more definite designs.
 (Drawing designs on doilies).
 Decorating wagons, bags, dresses, etc.

 Experimenting with pure design (not applied).

Learning where paper is kept and how to get it.
 Taking pride in appearance of crayons and keeping crayons in order.
 Economic use of paper.

 Beginning to become conscious of good spacing.
 Ability to make simple design.
 Working in enthusiastic, fearless way.
 Pleasure in drawing humorous things.
 Pleasure in creating.
 Interest in the work of others.
 Desire for approval.
 Learning to give, take, and use suggestion and criticism.

FIRST GRADE

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Same as Group III.	
Drawing pictures of boats, animals, people, houses, flowers, fanciful objects (fairies, giants, etc.).	Continued confidence and greater control in drawing.
Making design for definite purpose and for the sake of the design.	Adding detail in pictures and designs.
Beginning to express a plot.	Making design to fit paper and appropriate to purpose.
Drawing from models drawn by older children or adults while children are watching.	Beginning of appreciation of proportion, space, line, and color.
Arranging drawings on bulletin board.	Learning to arrange pictures neatly and artistically.

PAINTING

Materials

Large sheets manila paper 9" x 12" or 12" x 18".

Unprinted news-paper for fresco-painting.

News-paper to cover tables.

Water-colors.

Calcimo or fresco paints.

Brushes (Japanese No. 2 lacquer).

Glass cups for water.

NOTE.—Each child has his own box of water-color paints, which he keeps in his locker.

GROUP I

No painting.

CONDUCT CURRICULUM

GROUPS II AND III

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Putting on apron.	Learning when necessary to use apron.
Covering table with paper.	Learning to keep table clean.
Getting out (and putting away) paints, brush, water, paper.	Responsibility for getting out and putting away own paints, brush, paper, water.
	Learning: to pour and carry water without spilling it, to mop up water if it is spilled, to wash table after painting, to wash paint off hands, convenient arrangement of material on table.
Trying out colors (gradually using bright color).	Enjoyment of activity of painting.
Coloring surfaces.	Learning possibilities of color.
Mixing colors.	Learning: to use brush properly (growing control), how to get water and color on brush, to keep brush and paint-box clean.
Beginning: to make a form of one color, to use good combinations of color, to experiment in putting one color over another.	Interest in manipulation of and experimentation with colors.
Experimenting with color, line, space: wash of one or more colors, landscapes, flowers and trees, houses, people, etc.	Joy in bright colors and in discovery of new possibilities of materials. Learning recognition of colors. Growing ability: to use material to express an idea, to know when help is needed, to take and use suggestion intelligently, to judge product.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Beginning to make designs on clay, wood, textiles, paper.	Ability to paint simple design. Beginning of feeling for arrangement and color discrimination. Growing confidence in power to paint.
Visiting Art Department and other classrooms.	(See "Excursions.")

FIRST GRADE

Further experimenting with color, line, arrangement in more advanced work.	Pleasure in creating.
Painting landscapes, flowers, trees, people, objects, etc.	Growth in control of material and in ability to express ideas.
Painting designs on clay, wood, textiles, paper, etc.	Growing consciousness of color, line, and arrangement. Growing ability to see when help is needed.
Using fresco paints to make scenery for plays.	More responsibility for care of materials. Learning proper position and posture in painting.
Looking at other children's paintings.	Learning to co-operate in painting scenery. Learning to use large free strokes in painting.
Arranging paintings on bulletin board.	Learning to appreciate skill of others. Gaining inspiration from seeing work of others.
Visiting Art Department.	Learning to arrange pictures neatly and artistically. (See "Excursions.")

BLOCK PRINTING*Materials*

Coarse cloth, such as unbleached muslin or cheese-cloth.
Diamond dyes—very strong solution.

Blotting-paper to absorb dye.
 Sticks of various sizes and shapes.
 Pads of felt.

GROUPS I AND II

Typical Activities

Desirable Changes in Thought, Feeling, and Conduct

This material not used.

GROUP III AND FIRST GRADE

Experimenting with color and shapes.	Pleasure in combining colors.
Making simple designs through combining colors and shapes.	Learning to make simple designs.
Applying designs on:	Learning to apply designs.
Table-cover.	Learning to be careful in handling tools.
Bedspread.	Learning to be careful in making designs.
Aprons.	(First grade shows greater skill in control of tools and technique of work.)
Bags.	
Curtains for doll-house or play-house.	
Doll clothes, etc.	

SEWING

Materials

Sewing-box containing needles (large eyes), thread No. 36 (black and white), scissors, thimble, pins, pincushion, and buttons.
 Several yards of cambric (different colors), unbleached muslin, tarletan.
 Box of miscellaneous pieces.
 Small dolls to dress.
 Cotton for stuffing rag dolls.

The sewing-box and box of pieces are kept where the children can easily get them. To avoid waste, the larger pieces of material are used under the supervision of the teacher.

GROUP I

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

No sewing.

GROUP II

Manipulation of needle, cloth, and scissors.

Pleasure in imitation of grown-up activity.

Dressing doll (at first dress sewed on doll).

Learning how to handle needle, how to make a stitch, how to cut cloth, to sew cloth.

Making dresses and aprons (for self), marble bags, etc.

Showing discrimination in selecting material of desired color.

Responsibility for picking up scraps and keeping work-box neat.

Picking up scraps, needles, and pins.

Responsibility for keeping pins and needles in pincushion.

Keeping work-box neat.

Pleasure in activity and product.

Making stocking dolls and animals.

Learning how to stuff doll or animal.

GROUP III

Making:
doll dresses,
aprons,
dresses,
sheets and covers for bed,
mattresses and pillows,
pincushions,
marble bags,
bags, etc.

More definite purpose for sewing.
Definite planning of article to be made.

Realization of necessity for better technique (stuffing will come out of pincushion if stitches are too big).

Using material economically.

Learning:

- how to measure cloth,
- how to cut cloth,
- how to pin article to be made,
- how to thread needle,
- how to knot thread,
- how to turn hems (single turn).
- how to finish off seam.

Making patterns for dresses, etc.

Understanding of use and value of patterns.

CONDUCT CURRICULUM

Typical Activities

Making designs on dresses, bags, etc. (Using crayons, wool, etc.)

Pressing product.

Making rag dolls and animals.

Desirable Changes in Thought, Feeling, and Conduct

Learning how to make a pattern.

Learning how to use a pattern.

Keeping pins out of mouth.

Growing consciousness of how clothes are made and the difficulties involved.

Discrimination in choice of color, in placing of design, suitability.

Originality in design.

(See Housekeeping Activities.)

Learning how to make and use pattern.

Learning how to allow for seam, how to stuff doll, how to draw face on cloth, how to put hair on head.

FIRST GRADE

Same as kindergarten.

Also making curtains for houses and costumes for dramatization.

Improvement in technique and planning.

WEAVING

Materials

Cotton roving (several colors).

Macremé cord.

Cardboard for looms.

Worsted—eightfold (several colors, tints, and shades of each).

Wooden looms (made by children).

Brass rings.

Worsted needles.

(Weaving is used only in Group III and First Grade.)

GROUP III

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Getting out and putting away materials.	Learning: to weave single strips and continuous weaving,
Cutting strips of roving or worsted.	to thread needles,
Threading needles.	to select colors (at first no idea of color-scheme or design),
Weaving rugs, mats, hats and caps, hammocks, etc.	to weave designs,
Sewing edges of rugs and hammocks after they are woven.	to measure and cut strips of right length, to be economical in using materials,
Taking care of scraps when time to stop working.	to sew edges of hammocks, rugs, etc., after they are woven, to take weaving off loom after it is finished, to make fringes even, responsibility for putting scraps in basket, to persevere to end.
	Pleasure in using many colors of roving.
	Satisfaction in the product.

FIRST GRADE

Making looms.	Learning to make a loom.
Setting up weaving.	Learning to set up weaving.
Weaving rugs, caps, muffs, and scarfs, etc.	Learning more discrimination in design, color, and technique. Learning to measure and count strips.

NOTE.—Roving is sometimes used for purposes other than weaving,
i. e.:

- Experimentation.
- Cutting and tying rings.
- Cutting and tying one ring inside of another.

Sewing roving or braided wool round and round to make a mat or hat.

Braided horse reins of roving.

Twisting and sewing bracelets.

PAPER WORK

Materials

Colored papers—different colors, also gold and silver, black and white.

Construction papers—different colors and weights.

Tagboard.

Tissue papers—different colors, tints, and shades.

Crepe paper.

Cardboard boxes—different sizes and shapes.

Newspapers.

Scissors (blunt).

Paste.

Paste brushes and sticks.

Cardboard discs for wheels.

Paper-fasteners.

Thumb-tacks and paper-clips.

Paper doilies.

Fine wire for making stems of flowers.

Other supplementary materials.

GROUP I

Activities

Cutting paper.

Desirable Changes in Thought, Feeling, and Conduct.

Pleasure in activity.

Learning how to use scissors.

GROUP II

Typical Activities

Cutting paper—(experimental).
 Folding paper—(experimental).
 Pasting—interest in using paste rather than in fastening pieces of paper together.
 Pasting pictures.
 Cutting out pictures.
 Cutting paper into small pieces and pasting on sheets of paper.
 Making paper flowers.
 Making ornaments for Christmas-tree.
 Making baskets, paper hats, caps, wreaths, valentines, invitations, box wagons, and pinwheels

Desirable Changes in Thought, Feeling, and Conduct

Learning:
 to get out and put away materials,
 to hand scissors to another person,
 to cut,
 to carry scissors properly,
 to paste edges of paper securely—using right amount of paste,
 to fold and crease,
 to take care of scraps and wipe off tables.
 Pleasure in activity and in using product.

GROUP III

Further experiment with paper, paste and scissors, usually with the idea of making some definite thing.
 Making scrap-books, houses, cutting windows and doors, wreaths, crowns, paper dolls, dresses, fairy wings, invitations, place cards, cards for special days, fans, paper cups, etc.

Same as Group II, also—
 Learning to put paper products where they will not be crushed.
 Learning to measure and cut papers in right proportion.
 Learning to be critical of product.
 Learning how and where to get help.
 Pleasure in originating.
 Pleasure in making things to wear.

FIRST

Making most of the things made by Group III.
 Repeating unit of design of cut paper for special decoration.
 Spontaneous cutting and folding paper leading to making stencils.
 Making pictures of cut paper, animals, scenes, peep shows, etc.
 Making paper dolls and dressing them.

GRADE

Pleasure in personal adornment.
 Much better technique, more detail in planning.
 Beginning to show decided originality in making designs.

DOLL PLAY

Materials

1. Dolls:

Chase Stockinette dolls (large, medium).
Schoenhut dolls.

 Girl dolls.

 Boy dolls.

 Baby dolls.

Small cloth dolls (9 inches) for individual children to dress.

2. Clothing:

Hats and coats.

Dresses.

Stockings and shoes.

Underclothing.

Night clothing.

3. Furniture:

Beds (large and small) and bedding.

Bureau (large and small) with brush, comb, and mirror.

Clothes-tree.

Trunk.

Table (child's size and doll's size).

Chairs (child's size and doll's size).

Dishes (child's size and doll's size).

Cupboard for dishes.

Oilcloth doilies.

High-chair.

Stove and cooking-utensils.

Cradle.

Doll-coach.

Wash-stand with basin, pitcher, etc.

GROUP I

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Manipulation of doll and material. Beginning of dramatic play, <i>e. g.</i> , feeding, rocking.	Beginning of development of skill in: Buttoning and tying clothes and selecting clothes that fit doll. Learning to use doll materials. Learning to keep materials clean. Learning to share toys with others. Learning respect for property. Learning responsibility for putting away toys.
Beginning of simple group play with little organization, <i>e. g.</i> , family plays, housekeeping. (Individual play predominates.)	Acquiring knowledge in regard to desirable social habits. Pleasure in playing with dolls.

GROUP II

Continuation of individual plays. Adding more details to dramatic play. Playing more in groups.	Continuation of habits begun in first group with increased skill in use of materials, and more sus- tained interest in the activity. Learning to take turns being Father, Mother, Baby, etc. Assuming responsibility for a char- acter. Better organization of group play. Increasing knowledge with regard to desirable social habits.
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GROUP III

Manipulation of doll material still evident, <i>e. g.</i> , dressing and undressing doll, pushing coach, etc. More organization in play. <i>e. g.</i> , cooking and serving a meal,	Higher degree of skill in care of the doll, <i>e. g.</i> , lacing, tying and untying, fastening hooks and snaps, combing hair,
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<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
putting dolls to bed and dressing them the next morning. (Children take the most important parts themselves—dolls are accessories), e. g., playing tea-party—dolls are present but children do the actual playing.	keeping clothes in good condition in regard to cleanliness, putting away in trunk or bureau. Increased knowledge in regard to desirable social habits.
Playing largely in groups.	Greater ability: To actively participate in group plays. To plan and organize group plays. To play for longer period.
Beginning to make things for doll.	Learning to make things for doll. Pleasure in playing with dolls.

FIRST GRADE

Making things for the doll, e. g., clothes, dishes, wagons, furniture, rugs, hammocks, etc.	More intelligent use of material when making things for doll, e. g., consideration of suitable color, proper size, appropriateness, durability, etc.
(Play with dolls is stimulated by materials.)	Increased skill in playing with dolls.
Making play-house of blocks. (Doll play centering around home activities with self-organized spontaneous groups. Children still the "doers" in the play.)	More adequate knowledge in regard to desirable social habits. More realization of necessity for co-operation in play. Increasing ability to plan plays. Pleasure in playing with dolls.

HOUSEHOLD ARTS

Materials

1. For cleaning, sweeping, and dusting:

Brooms.
Dustpans and brushes.
Sanitary dust-mop.
Floor-mop.
Cloths for washing tables.

2. For washing and ironing:

Tubs.
Wringers.
Wash-board.
Soap.
Clothes line and pins.
Electric-iron and ironing-board.

3. For cooking and serving:

Cooking-utensils (borrowed from Household Arts De- partment).

Churn.
Ice-cream freezer.
Corn-popper.
Dish-pans and trays.
Mops.
Dish-towels.
China plates.
Doilies made by children.

Housekeeping materials are kept on low shelves and hooks, and are always accessible to the children. These materials supply a real need in the child's play life and furnish opportunity and motive for the gaining of real experience.

GROUP I

Typical Activities

Sweeping floor.
Mopping up water.
Cleaning tables.
Setting table for lunch.

Desirable Changes in Thought, Feeling, and Conduct

(These are not divided into four groups, they are much the same in all groups—differing principally in degree.)

GROUP II

Continuation of activities of Group I with higher degree of skill.
Washing lunch dishes.
Washing doll's clothes.
Cooking gingerbread-boys.
(Moulding dough into shape.)

Cleaning, sweeping, and dusting.

Learning:
to use broom, dustpan, mop,
to hang brooms, etc., in proper
place,
to sweep dust into pile, then use
dustpan,
to empty dust into waste receptacle,
to avoid spreading germs
through careless sweeping and
dusting.

Knowing when it is necessary to
clean up after work period.
Learning how to wash tables.
Pleasure in the activity.

GROUP III

Continuation of activities of Groups I and II.
Dusting and arranging books.
Washing and ironing aprons.
Ironing dolls' clothes.
Mixing gingerbread dough.
Cooking apple-sauce (cutting apples, stirring).
Making butter.
Making ice cream.
Popping corn.

Washing and Ironing

Learning:
to use wash-board, rubbing in
right direction,
to use wringer,
to wash clothes clean,
to rinse clothes,
to hang out clothes,
to use iron (supervised),
to press cloth,
to disconnect iron when hot.



WASHING HANDS BEFORE LUNCH



IRONING DOLLS' CLOTHES

Typical Activities

Participating in a party.

Desirable Changes in Thought, Feeling, and Conduct

Knowing when apron needs washing.
Pleasure in the activity, especially in using water.

FIRST GRADE

Continuation of activities of other groups (emphasis placed on method and result).

Making cookies:
reading recipe,
measuring ingredients.

Taking care of play-house.

Cooking and Serving

Becoming familiar with simple cooking processes.

Pleasure in participating in the preparation of food for a party.

Learning:
to use food economically,
to recognize the importance of cleanliness in the preparation of food.

Gaining some knowledge of the proper food to eat and of sources of food.

Forming desirable habits, such as eating properly,
behaving politely at table,
being responsible for self before and during a party.

Learning to serve lunch,
to set the table,
to take away dishes after lunch.

Learning to wash and dry dishes,
to handle dishes carefully and quietly,
to arrange dishpan and tray in most convenient way.

Assuming responsibility for a definite share of the work (children take turns acting as housekeepers.)

CONDUCT CURRICULUM

Desirable Changes in Thought, Feeling, and Conduct

Learning responsibility for activities in the home (degree of responsibility depending on co-operation of parents.)

(See also "Lunch" and "Social Studies.")

NOTE.—For dramatic play and use of the apparatus, see "Plays and Games."

2. OTHER ACTIVITIES OF THE MORNING

(a) LUNCH

GROUP I

Typical Activities

Washing hands.

(Individual pans, soap, paper towels.)

Preparation of lunch.

Saying grace.

Desirable Changes in Thought, Feeling, and Conduct

Learning:

to get pans quietly and without dropping them,
to pour water from partly-filled pitcher into pan and to carry without spilling,
to wash hands without unnecessary splashing,
to clean up after washing hands: pouring water into pail, wiping pan with paper towel, putting towel in scrap-basket.

Learning:

to sit quietly while plates and doilies are passed,
to carry bottles of milk.

Attitude of reverence while grace is being said.



WASHING LUNCH DISHES



CLEANING UP PAINT SPILLED ON THE FLOOR

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

Eating lunch.

Learning:

to eat properly (taking small mouthfuls, chewing well, eating neatly),
not to talk with food in the mouth,
not to put things in mouth that have been in other mouths,
to share food,
to attend to eating at lunch-time.

Talking at luncheon.

Beginning to learn to talk one at a time.

Cleaning up after lunch.

Responsibility for cleaning up—
putting lunch things away,
clearing up crumbs,
mopping up water when spilled.

GROUP II

Same as Group I.

Same as Group I with better control.

Conversing at lunch.

Learning to drink through straws.
Learning to pour water into drinking-cups.

Learning to talk about interesting things, to be polite, to talk one at a time.

Cleaning up after lunch.

Learning what children should eat (teacher co-operates with home in trying to get children to eat the right food at home and at school).

Learning to wash, dry, and put away dishes.

CONDUCT CURRICULUM

GROUP III

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

Going in small groups across the hall to dressing-room to wash hands.

Same conducts as other groups.

Setting table for lunch.

Learning:
to cross hall quietly,
to stand quietly while waiting,
to wash hands.

Increasing responsibility for washing hands clean,
drying hands properly.

Eating lunch.

Increasing responsibility for setting the table properly—finding plant or flowers for centre of table.

Responsibility for eating the right food.

Using water-cooler in room.

Being willing to share lunch with a child who has forgotten his lunch.

Washing, drying, and putting away dishes.

Learning to use water-cooler carefully.

(See "Household Arts.")

FIRST GRADE

Washing hands (individual pans, soap, paper towels).

Same conducts as other groups with increasing responsibility for getting materials quietly and quickly.

Preparing for lunch (cafeteria plan.)

Setting table simply, neatly, artistically, and hygienically.

Eating lunch.
Conversing at lunch.

Individual responsibility for setting own place.

Growth in responsibility for proper table manners and eating habits.

Gaining many ideas about food values and something about the sources of food.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Working out a plan for the conduct of the lunch period and making rules to carry out the plan. Other activities same as Group III.	Responsibility for greater efficiency and for keeping rules.

(b) HYGIENE AND SAFETY

Hygiene is incidental to all the activities of the day, being taught through actual situations as they arise. Conversation at lunch-time often centres around such topics as the best kinds of food to eat, the correct way to eat, why we should keep food clean. Conversations at the lunch-table are frequently the means of inducing children who do not like cereals or vegetables to eat them, and every effort is made to co-operate with the home in this way. Discussions of certain topics, such as the importance of cleaning teeth and having windows open at night, are not necessary with these children, as such matters are taken care of in the homes.

Hygiene is such an important part of the lunch period that the conducts for that period are listed in the section "Lunch," and to avoid repetition are only briefly touched upon here.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Arrival at school, hanging up outdoor wraps in cloakroom.	Care of wraps: keeping clean, hanging properly, rubbers in right place, lunch in right place.
Activities of the work period.	Learning: to select chair of proper height, to keep out of draught, to regulate clothing (taking off sweater when too warm).

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Activities of music period. (This period gives opportunity for free vigorous exercise.)	to keep correct posture when at work, to avoid eye-strain by working in good light, to keep fingers, hands, materials, tools out of mouth, to keep clothes clean by wearing apron, to wash hands after using clay and paint, to know when activity is needed and when rest is needed.
Children coming together in a group (at any time during the morning.)	Learning not to make unnecessary noise. Learning how to sweep floor without raising dust. Keeping mouth closed during exercise. Learning to relax when listening to music. Keeping hands off other children. Not sitting too close to other children.
Going to toilet.	Covered cough and sneeze. Correct use of handkerchief. (These are emphasized continually but are important when children are sitting in a group.) Knowing when to go to toilet. Learning how to take care of self in toilet.
Washing hands.	Learning how to wash hands after going to toilet. Learning to wash and dry hands when necessary (always before eating).
Preparing and eating lunch, including conversation at lunch-table.	Setting table and putting on plates hygienically—without unnecessary handling.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Going to water-cooler in room for water.	Eating properly. Knowing something about proper kinds of food to eat. Learning to use the water-cooler and to drink frequently. (See section on lunch for further detail.)
Resting for short period after lunch.	Learning to relax and rest quietly for a short time.
Washing dishes.	Appreciation of the necessity for periods of rest. (See "Housekeeping Activities.")
Listening to stories and looking at books.	Sitting in right relation to light, not facing it nor allowing it to shine directly on book. Turning pages of books without wetting fingers.
Playing with pets.	Responsibility for washing hands after handling pets.
Taking care of pets.	Some responsibility for keeping cages of pets clean.
Playing out-of-doors.	Responsibility for putting on rubbers and buttoning coat.
	Not getting overheated or overtired.
	Keeping out of puddles.
SAFETY	
Activities of work period.	Care in use of or carrying tools, scissors, pencils, etc.
	Care in use of large blocks.
	Closing block box carefully.
	Using apparatus with safety for self and others.
	Sweeping up sand on floor to avoid slipping.
	Carrying chair with legs down

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Activities of music period.	Tying shoe-strings to avoid accidents.
Dramatization of fire-drill. Participation in fire-drill.	Going same way in rhythms to avoid collisions.
Going on excursions and playing out-of-doors.	Leaving room quickly in orderly fashion, avoiding panic. Appreciation of service of firemen.
	Walking, not running, in halls or on stairs.
	Waiting for teacher when crossing street.
	Watching for automobiles when crossing street.
	Knowing what to do if lost.
	Appreciation of service of policeman.
	Some knowledge of what to do in case of accidents.

NOTE.—Actual demonstrations are given of the way to carry a chair, to carry tools, etc.

(c) MUSIC

I. RHYTHMIC RESPONSE TO MUSIC (THROUGH MOVEMENTS OF THE BODY)

Materials

The music used is drawn from all available sources—with the following principles of selection in mind:

A. That it should be:

1. Of the highest standard musically.
2. Simple in form and in harmonization.
3. Of a length regulated by the child's ability to attend.

4. Of various types—those which are designed to develop the conducts listed below.

B. That during the year the music chosen shall progress in difficulty according to the needs of the children.

NOTE.—The music in the First Grade is in charge of the Music Director of the primary and elementary grades.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Listening to music played.	Ability to listen attentively to music.
Responding freely to the music of rhythmic movements of the body.	Developing motor control (balance and poise).
Responding both individually and in groups to music of different types. <i>i. e.</i>	Independently recognizing in music and expressing rhythmically: differences in time, differences in intensity, differences in mood, differences in rhythmic pattern.
1. Music to emphasize different metres, different note values and rests, accented and unaccented beats, contrasts in time—slow, fast.	Ability to play in a large group without disturbing others in the group.
2. Descriptive music—such as, “Wild Rider” — Schumann, Scherzo — “Midsummer Night’s Dream” — Mendelssohn — “Witch” — MacDowell.	Willingness to give help to children who need it.
3. Music with a definite dance form—such as gavotte, minuet, etc.	Enjoyment in rhythmic response.
	Beginning of a feeling for dance form. <i>e. g.</i> Spontaneous dancing in small groups or with a partner.

II. RHYTHMIC RESPONSE TO MUSIC (THROUGH USE OF MUSICAL INSTRUMENTS)

Materials

For Rhythm:	Drums. Cymbals. Rattles. Sand-paper blocks. Bells. Triangles. Tambourines.	For Melody:	Toy pianos (large, small). Xylophone. Tubaphone. Water-glasses.

Typical Activities

Responding rhythmically to music:

- (a) By using band instruments individually (solo)
- small groups { (trio)
(quartette)
- large group (band)

- (b) By leading band.

Arranging band into units classified according to type of instrument used:

- Bells and triangles.
- Cymbals and drums.
- Tambourines.

Rattles and sand-paper blocks.

Responding to various types of music.

Emphasizing differences in:

- Time.
- Intensity.
- Form.

(For details see section on rhythmic response through movements of body.)

Desirable Changes in Thought, Feeling, and Conduct

Pleasure in using instruments.

Pleasure in playing band.

Learning to make and to follow certain rules regarding:

- (a) Band organization.
- Getting instruments and putting them away quietly
- Holding instruments in the proper way.

Waiting for leader's signal to begin and stop.

Watching leader when playing.

Keeping band form (semi-circle).

Keeping instruments of a kind together.

- (b) Sharing favorite instruments.

Taking turns at leading.

Listening while others play.

Experimenting and learning to take good care of instruments.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Using toy piano, xylophone, tubaphone, water-glasses.	Learning to play melodies on instruments such as: Xylophone. Glasses. Toy piano. (See also rhythmic response through movements of the body.)

III. SONGS

Materials

Because of great differences in singing ability among the children it seems essential to divide them into groups according to their ability. Consequently the voices of the children are tested at the beginning of school and several times during the year. The children are classified into groups on the following basis:

C Group—Able to reproduce simple series of tones accurately.

B Group—Able to match one or two tones correctly but not a long series of tones.

A Group—Unable to match one tone correctly.

In selecting song material the needs of these three groups are kept in mind, so that the songs chosen are suited to their varying abilities. The following points are considered in song selection:

Words:

Childlike in idea and expression.

Appealing and interesting in theme.

Possessing literary merit.

Short.

Music:

- Interesting.
- Appropriate to words.
- Short in form.
- Simple in harmony.
- Correct in range.
- A melody with easy intervals.

Typical Activities

- Experimenting with sound:
Using xylophone, glasses, toy piano.
- Playing with sound, *i.e.*,
echo games,
calling name of child who is hidden,
creating songs (words and music)
- Singing (individually and in groups).
 1. Songs taught by teacher.
Songs introduced by children.
 2. Songs of different types:
lullaby,
humorous,
narrative,
seasonal, etc.
- Listening to songs played on an instrument (violin, piano, etc.) or sung to children.
- Playing songs on toy piano, glasses, etc.
- Singing songs for other groups.
(Kindergarten and First Grade.)

Desirable Changes in Thought, Feeling, and Conduct

- Pleasure in singing.
- Pleasure in listening to songs.
- Pleasure in creating songs.
- Developing skill in singing
through use of light head tones,
through clear enunciation,
through pitch discrimination:
by singing alone,
by matching tones and series
of tones correctly,
by matching tones correctly
on an instrument.
- Learning correct posture.
- Gaining a conception of a short musical form.

IV. APPRECIATION

Materials

Music played for the children on piano, violin, organ, chimes.

Music sung to the children.

Music played on the victrola.

(Many of the records used are made by the Columbia Graphophone Co. They were made under the direction of members of the Kindergarten-First Grade Department and are approved by Professor Hill.)

In giving music for appreciation we are aiming to enlarge and enrich the child's musical experience and to create an interest in listening to good music.

Typical Activities

Listening to music:
during rest time,
gathered in group about the piano.

Hearing short concerts or recitals of songs,
of the organ and chimes,
of violin.

Listening to different types of music:
Joyous, gay, slow, stately, restful, etc.

narrative or descriptive treatment of childlike experiences.

e. g. "Scenes from Childhood"
—Kullak.

"Album for the Young"
—Schuman.

Spontaneous original interpretation of music in a descriptive form—(First Grade).

Desirable Changes in Thought, Feeling, and Conduct

Pleasure in listening to beautiful music.

Learning:
to recognize different types of music.
to recognize different instruments when heard in orchestra (violin, flute, horn, drum),
to recognize names of a few selections,
to listen quietly and attentively.
Becoming familiar with names of artists through use of records (First Grade).

Gaining an ability to identify certain types of music, as expressing certain moods.

(d) PLAYS AND GAMES

Plays and games have been organized under the following heads:

- I. Activity plays.
 - (a) Spontaneous.
 - (b) Informally organized.
 - (c) Formal.
- II. Dramatic plays.
 - (a) Spontaneous.
 - (b) Informally organized.
 - (c) Formal.
- III. Hiding and Finding plays.
 - (a) Spontaneous (guessing).
 - (b) Informally organized.

Activities are given in one list, as the difference is mainly in the degree of skill with which an activity is performed.

Material

I. Activity Plays.	Apparatus	Hobby-horse
	Wagons	Campus fence
	Balls	Embankment
	Bean bags	Iron railing
	Hoop	Steps

*Typical Activities**A. Spontaneous Activity*

(largely stimulated by material)

climbing	turning somersaults
sliding	throwing steering
pulling	running hanging
jumping	swinging bouncing
rolling	balancing
kicking	skipping
hopping	catching

GROUP I

Desirable Changes in Thought, Feeling, and Conduct

Gaining physical development.
Pleasure in activity (little skill).

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

GROUP II

Activity performed with increased skill.

Pleasure in activity.

Learning to take turns.

Learning to perform act with safety to self and others.

Overcoming fear.

Gaining physical development.

GROUP III

Activity performed with increased skill.

Pleasure in activity and beginning of pleasure in successful performance.

Learning to take turns.

Learning to act together.

Learning to perform acts with safety to self and others.

Interest in experimentation.

Overcoming fear.

Learning to be cautious.

Gaining physical development.

FIRST GRADE

Activity performed with increased skill.

Pleasure in successful performance as well as in activity.

Admiration for skill of others.

Gaining physical development.

GROUP I

Little if any organized activity.

CONDUCT CURRICULUM

*Typical Activities**B. Informally Organized Activity Plays.*

Beginning to organize activities such as: getting in line for turns. Regulating length of turns, by counting, minute-glass.

Running with end in view, for example—running to definite goal, and all running after one child, etc.

Jumping across given space.

Rolling, tossing, kicking ball with definite objective.

Bouncing ball in turns.

Rhythm—see "Music."

Desirable Changes in Thought, Feeling, and Conduct

GROUP II

Learning:

to play together,
to give simple directions,
to follow simple directions.

Pleasure in playing with others.

GROUP III

Increasing ability:

to co-operate—work together for common purpose,
to direct and follow directions,
to make and follow simple rules,
to play fair,
to accept defeat good-naturedly,
to persist in spite of failure.

FIRST GRADE

Increasing ability:

to plan and act together for common purpose,
to direct other children,
to follow directions of others,
to make and follow rules,
to play fair,
to become more skilful by analyzing skilful performances,
to teach others to be skilful,
to judge distance, direction, etc.
to accept defeat good-naturedly.

Showing slight interest in competition.

<i>Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
<i>C. Formal Activity Games.</i> <i>(Suggestive list.)</i>	
Sally Waters.	GROUP I
Looby Loo.	No formal activity plays.
London Bridge.	
Drop the handkerchief.	GROUP II
Spin the ring.	No formal activity plays.
Musical chairs.	
	GROUP III
	Learning:
	to follow rules of game,
	to control activity to meet demands of game.
	Beginning:
	to develop skill in playing together in larger numbers,
	to show interest in attainment as well as in activity.
	Growth in sustained interest.
	Pleasure in playing the game.

FIRST GRADE

Learning:

- to follow rules of game,
- to control activity to meet demands of game,
- to keep form of game and develop skill in playing—show interest in end attained,
- to think and act quickly,
- to suggest greater variation in activity.

II. Dramatic Play*Material*

Apparatus.
Dolls and doll toys.
Animals.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
	Sand.
	Blocks.
	Raw materials, such as cloth.
	Costumes.
	Stories.
	Experiences.
(A) <i>Spontaneous Dramatic Plays</i> (Alone or in self-organized groups.)	
Playing train or circus on apparatus.	Beginning of interest in dramatic play with:
Playing with dolls. (See "Doll Play.")	Short fragmentary interest in play.
Playing farm and Noah's Ark with animals.	Keen interest in active play.
Playing with sand. (See "Sand.")	Impulsive changing of rôles.
Playing with blocks as trains, boats, etc.	Expression of striking characteristic and event without detail.
Playing with block buildings, boat, train, store, etc.	Increasing vocabulary.
Playing house, especially eating and sleeping.	NOTE.—Play is largely individual.
Playing animals.	
Dressing up.	
Making and wearing costumes.	
	GROUP I
	Increasing ability:
	to play together,
	to take turns with material,
	to take turns being characters,
	to play longer in one situation,
	to increase the number of events incorporated.
	Increasing vocabulary.
	GROUP II
	Increasing ability:
	to acquire and test social customs through imitation,
	to play in groups,
	GROUP III



PLAYING TEA-PARTY



WASHING DISHES AFTER THE TEA-PARTY

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

to use materials together,
to take turns being characters,
to increase the number of events
and details incorporated, and
to organize ideas to show
sequence of events.

Increasing vocabulary.

FIRST GRADE

Same as Group III.

Increasing ability:

to work out details with much
more regard for truth of fact
or fancy,
to organize ideas to show rela-
tionships.

(B) *Informally organized Dramatic Play.*

(Teacher helping in organization.)

Playing together to express ideas
which grow out of

- (a) experience,
- (b) fancy.

Some of these plays are:

Housekeeping.

Church.

Fire.

Sick child and doctor.

Boat.

Train.

Animals.

Birds.

Circus.

Movies.

Santa Claus.

Christmas toys.

Garden activities.

GROUP I

Play is seldom organized.

GROUP II

Play is seldom organized.

GROUP III

Increasing ability:

to participate in voluntary group
organized to develop a dramat-
ic situation, *i. e.*, to contrib-
ute ideas, to act or carry out
ideas, to suggest and find ma-
terials needed;
to take turns in talking, doing,
to give and take suggestions,
to give and take criticism,
to elaborate,
to improve,

CONDUCT CURRICULUM

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Fairies, brownies, giants, dragons.	to increase vocabulary, to discriminate in use of words.
Kings, queens, princesses.	Pleasure in assuming a character.
Occasional dramatization of parts of a story.	Pleasure in dressing up.
Making and wearing costumes.	

FIRST GRADE

NOTE.—Participation in informally organized groups with the teacher gives children more ability to organize their own spontaneous groups.

Increasing ability:

- to carry on group play without actual participation of teacher;
- to know how to get and use teacher's suggestions when necessary.

GROUP I

No formal play.

GROUP II

No formal play.

GROUP III

Beginning to have a feeling for form.

FIRST GRADE

Increasing ability:

- to think lines to accompany action,
- to memorize lines,
- to speak clearly and distinctly,
- to get ideas over to audience,
- to make costumes.

Increasing feeling for form.

Pleasure in playing to an audience.

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct***III. Hiding and Finding Plays****(A) Spontaneous Guessing Plays.**

Hiding and calling "You can't find me."

Wrapping up package and saying "Guess what is in it."

Putting hand over person's eyes and asking "Who is it?"

Asking "Which hand is it in?" etc.

GROUP I

Enjoyment of surprise—but no real ability to hide and find.

NOTE.—Children in Groups I and II like to play these games with adult rather than another child, and their interest is fragmentary and impulsive.

GROUP II

Same as Group I with growth in interest span.

GROUP III

See informally organized play.

FIRST GRADE

See informally organized play.

GROUP I

None.

GROUP II

None.

GROUP III

Pleasure in guessing still persists.

Beginning of ability:

to use senses to find,
to think and act quickly,
to find by trial and error,
to select good hiding-places,
to keep from telling hiding-place.

Joy in successful finding.

Pleasure in being the hider.

(b) Finding with ears { where
 { who
 { what

Example—child calls and another tells who it is by sound of voice, or where it is by direction of sound.

CONDUCT CURRICULUM

Typical Activities

- (c) Finding with hands (What is it?)
- (d) More abstract and intellectual finding, such as:
"I am thinking of something which begins with some letter."
Simple riddles—*e. g.*
"Something which is red and round and good to eat."
- (C) *Formal Hiding and Finding Games.*
No activities.

Desirable Changes in Thought, Feeling, and Conduct

FIRST GRADE

Increasing ability:

- to find more intelligently with less trial and error,
- to think out answers rather than to give hit or miss answers,
- to describe objects or persons.

Pleasure in more intellectual type of finding.

Increased interest in beginning sound of words.

(e) PICTURES

Materials

Pictures selected from American, English, French, German, Swedish, Japanese, Russian prints, etc.

i. Subject-Matter:

Nature:

- Animals
- Plants
- Places
- Activities

Home life:

- Family life
- Children
- Activities

Community life:

- Social life
- Workmen

Children's activities:

Play life

Home life and other phases

Festivals:

Hallowe'en

Thanksgiving

Christmas

Valentine's Day

Easter

May Day

Birthdays, etc. (Great men.)

Places:

Buildings

Farms

Shops

Churches

Post-cards and other pictures to be used in stereopticon or reflectoscope.

Art pictures (reproductions of famous pictures), etc.

Fanciful pictures:

Fairies

Castles, etc.

Pictures illustrating stories:

Three Bears

Three Little Pigs

Cinderella, etc.

2. Mounting and framing:

Pictures mounted on simple mounting paper toning in with the picture and background,

CONDUCT CURRICULUM

or with appropriate framing. Adjustable frame—so arranged that pictures can be changed from time to time.

3. Placing:

Low enough for the children to look at easily, also in artistic relation to the other pictures in the room.

4. Selection:

Permanent:

Some pictures such as Child Welfare pictures, Rhine prints, etc., are hung for several weeks at a time, put away, and then brought out again later in the year.

Temporary:

Pictures such as the attractive magazine pictures of to-day which illustrate various phases of life activities are changed frequently.

Number:

Care is taken that only a few pictures are hung at one time. A great variety can be appreciated if they are changed frequently.

5. Color, size, and art value should be considered in choosing pictures for children. Colors should be bright enough to appeal and yet be artistic. Size should be large enough for children to see clearly.

GROUPS I, II, III, AND FIRST GRADE

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Looking at pictures.	Pleasure in looking at and handling pictures.
Handling pictures.	Learning to have clean hands before handling pictures.
Talking about pictures.	Interest in bringing pictures in relation to special subjects.
Bringing pictures to school.	Developing power of observation through looking at pictures.
Cutting out small pictures and pasting for scrap-books.	Increasing ability to talk about interesting things in the pictures.
Looking at stereopticon and reflectoscope pictures.	Broadening of interests, desire for experiences and knowledge of many things outside their own environment.
Visiting Art Department.	Beginning of discrimination in appreciation of pictures.
Looking at pictures in the halls of the College.	
Looking at pictures in books.	

(f) LANGUAGE

Language is an important part of almost every period in the day. The activities which give the greatest opportunities for language development are:

(a) The varied activities of the work period.

Group activities of all kinds, particularly informal dramatic play.

(b) Music.

Discussion of songs, rhythms, music played for appreciation.

Making verses for original songs.

Interest in rhyme.

Learning to listen quietly to music and talk only at the right time.

(c) Group discussions.

Conversation on variety of subjects. (See "Organization" and "Social Studies.")

(d) Lunch period.

Much opportunity for discussion of interests of the day, hygiene, etc.

(e) Story period.

Discussion of stories told by the teacher.

Telling of original stories.

(f) Organized dramatic play.

Discussion when occasion arises of rules for games, ways to improve games, etc.

GROUP I

Typical Activities

Using intelligible speech.

Talking with other children and teacher.

Saying names of other children, of objects and playthings in room.

Telling something about an experience, a picture, etc.

Talking to other children while playing.

Repeating rhymes or parts of rhymes (spontaneously).

Desirable Changes in Thought, Feeling, and Conduct

Growth in vocabulary and ability to use intelligible speech. Overcoming baby talk, lisping, etc.

Pleasure in communicating with other people.

Using forms of courtesy:

"Please," "Thank you," "Good Morning," "Good-by."

Pleasure in sharing experience with other people.

Courtesy to one who is speaking, taking turns to talk.

Pleasure in rhyme and rhythm.

GROUPS II AND III

Much talking with other children and with teacher.

Adding new words to vocabulary.

Discrimination in use of words.

Interest in meaning of words.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Group discussions.	Pleasure in communicating with others. Using forms of courtesy.
Connected relating of experiences.	Using correct forms of speech such as "May I?" Taking turns to talk. Speaking so entire group can hear.
Occasional re-telling of a story told by teacher or other child.	Learning to stand while speaking to a group. (Poise while speaking.) Keeping to the point. Discriminating between intelligent and pointless or unnecessary questions.
Speaking in informal dramatic play.	Ability to tell a story clearly enough to hold interest of group. Telling interesting things, not trivialities. Using language to direct activities of a group.
Carrying a message (home or to another room).	Using language to express imaginative ideas. Realization of the importance of carrying a message correctly. Ability to remember message.
Dictating a letter.	Appreciation of written communication, understanding how a letter takes a message. Pleasure in rhyme and rhythm.
Saying rhymes, making up rhymes.	Ability to hear similarities in sound, "alligator," "elevator." Making rhymes for songs.
FIRST GRADE	
Much conversation with other children and with teacher.	Same as kindergarten. More discrimination in conversation as to content, form, and when to talk.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Group discussions.	More interest in meaning of words. Same as kindergarten.
Connected relating of an experience.	More responsibility for conduct of meeting. Same as kindergarten, with growth in ability to organize experience and hold interest of group.
Telling a story or part of a story (spontaneous).	Growing ability to tell experience or story in clear and interesting way.
Speaking in informal dramatic play.	Discussing, originating, and organizing plays with more formal plot. Pleasure in being able to present play to audience. (See "Plays and Games.")
Carrying a message.	Increasing responsibility for carrying message correctly.
Dictating a letter.	Gaining a consciousness of form of letter.
Writing a message of two or three words.	Pleasure in being able to write a message.
Making up rhymes.	Growing interest in rhymes and rhyming words. More ability to hear similarities and to make rhymes.
Use of language in reading and writing.	(See "Reading" and "Writing.")

(g) LITERATURE AND LIBRARY

In each of the kindergarten and first-grade rooms there is a "library corner," which includes a bookcase and books, a low table and chairs. The books are circulated among the various groups and are used by the children during work period, and by teachers and children together in story period.

The books in the children's library are:

Indestructible picture books:

- (1) Folding boards, large bright pictures.
- (2) Linen books.

Picture books with illustrations by the best American and English illustrators, such as—E. Boyd Smith, Jessie Willcox Smith, Leslie Brooke, Blanche Fisher Wright, Willabek le Mair, Kate Greenaway, Randolph Caldecott.

Picture books from foreign countries:

French, Swedish, Japanese, Russian, Belgian, German, Czechoslovakian, Swiss, Italian, etc.

Picture books with simple reading (reading under or beside picture, telling whole story), such as *Johnny Crow's Garden*.

Books to be read to the children:

Folk and fairy stories, realistic stories, humorous stories, animal stories, etc.

Collections of poetry for children.

Books simple enough for children themselves to read.

In each book is the kindergarten bookplate—stimulating ownership. Book posters are used especially during "Book Week," to stimulate an interest in books and their care.

In the kindergarten, stories are told after the rest period, the story groups being kept as small as possible.

GROUP I

Typical Activities

Looking at picture books.
Turning leaves.
Rapid looking at pictures.

Desirable Changes in Thought, Feeling, and Conduct

Pleasure in looking at pictures.
Interests stimulated by pictures.
Turning leaves without tearing.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Asking questions about pictures.	Sharing books.
Listening to: Mother Goose rhymes.	Listening quietly to story for short period.
Simple realistic stories centering around children's interests or pictures.	Pleasure in listening to story or rhyme.
A few simple cumulative stories.	Pleasure in sound of rhymes.
Saying Mother Goose rhymes or parts of rhymes.	

GROUPS II AND III

Looking at picture books.	Pleasure in looking at pictures.
Prolonged and selective looking at pictures.	Appreciation of fine books and beautiful pictures.
Asking questions about pictures.	Sharing books with others.
Making up stories about pictures.	Broadening of interests.
Asking for real story: "What does it say?" "Read the story."	Information gained from books about people in other lands, etc.
Listening to: Mother Goose rhymes and a few simple poems.	Beginning of interest in reading symbols—realizing that printed words tell the story.
Simple realistic and animal stories.	Pleasure in rhyme and rhythm.
Cumulative stories.	Pleasure in listening to stories.
Folk stories.	Listening quietly while story is told or read.
Humorous stories.	Increasing self-control with regard to pictures in book (<i>i. e.</i> , not attempting or asking to see pictures, or pushing in front of others).
Fables (a few—older group).	Intelligent appreciation of a story or poem.
Fairy tales (a few of the best—older group).	A certain consciousness of right and wrong as pictured in the story.
	Avoiding unnecessary interruption of story (intelligent questions encouraged).

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Choosing stories for the teacher to retell.	Sitting in hygienic position while listening to a story.
Choosing books to be read.	Ability to recall names or themes of stories told.
Telling original stories or retelling parts of stories (spontaneous, <i>not required</i>).	Deferring to the general wish of the group in choice of a story. Selecting books which look interesting. Telling story so that it will hold interest of group. (See "Language.")
Visiting college library to see how books are kept and used and conduct of people using library.	(See "Excursions.")
Discussion and demonstration of correct use of books and care of books.	Learning: proper placing of books in book-case, how to get a book out and put it away, how to open a book, how to turn leaves, how to mark places, how to keep books clean.

FIRST GRADE

Looking at picture books.	(See Groups II, III.)
Choosing books to be read.	A growing desire to read stories about the pictures or to have these stories read to them.
Listening to stories:	(See Groups II, III.)
Realistic and animal stories.	More interest in discussing the story and in whether story is "true" or not.
A few folk stories.	More ability to concentrate on long story—interest in continued story lasting several days.
Humorous stories.	Pleasure in rhyme and rhythm.
Fables (a few).	Appreciation of content of poems.
Fairy tales (many of the best).	
Listening to poems.	
(Memorization of a poem not re-	

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
quired but children often memorize poems spontaneously.)	
Reading simple stories.	Joy in accomplishment. (See "Reading.")
Telling original stories or parts of stories.	(See "Language.")
Visiting libraries.	(See "Excursions.")
Discussion and demonstration of correct use of books and care of books.	(See Groups II, III.)
Bringing favorite books to be read and put in library.	Pleasure in sharing own books with group.
Talking about books—which are the best, etc.	Learning something about the best kinds of books.
Going to books for information about people, places, costumes, etc.	Learning how to use books for informational purposes.

*(b) READING
Materials*

Library containing:

- 1. Picture books with simple reading.
e. g. Johnny Crow's Garden.
- 2. Books to be read to the children.
- * 3. Books to be read by the children:
 - Primers
 - First Readers
 - Leaflets made by teacher and containing
 - (a) One simple short story
 - (b) More difficult and longer stories.

Alphabet blocks.

Letter boards.

* Materials, Activities and Conducts of *First Grade only*.

- * Reading games for
 - matching { words with appropriate pictures
 - phrases with appropriate pictures
 - sentences with appropriate pictures.

Printing-press.

- (a) Price and sign marker—used by children.
- * (b) Superior Rubber Type No. 17—used by teacher.
- * Bulletin-board.
- * Reflectoscope.

Typical Activities

Listening to stories told by teacher and children.

Listening to stories read by teacher and children.

Children asking "What does it say?" "Where does it say?" etc.

Repeating rhymes, verses, telling stories and experiences.

Recognizing:

Particular books by name.

Stories in books.

Names on material boxes, such as "Scissors," "Pencils."

Names on Victrola Records.

Printing or writing names or initials on drawings and other work.

Printing on drawings to explain them.

Using signs when necessary on block buildings — "Danger," "Please keep out," "No admittance," "Exit," etc.

* Making signs—printed or written for use in real or play situations,
"Do not erase,"

Desirable Changes in Thought, Feeling, and Conduct

Interest in reading stimulated.
Learning:

That symbols have meaning.
Names of letters.

* Alphabet (through use).

* Sounds of many letters.

* To recognize words, phrases, sentences.

To use symbols to express ideas.

* To analyze words (to see likeness, differences, to recognize initial consonants).

* To recognize

- familiar } in other books
- words in } in newspapers
- new situa- } on bulletin-board
- tions } on signs.

Typical Activities

- "Stop—Look—Listen," etc.
- * Using reading games—alone or in group (matching words, sentences or stories).
- * Making and reading simple stories based on experience (teacher writes stories on board or prints them with price and sign marker).
- * Making and reading rhymes such as
 "The pig, the pig
 Has a wig."
- * Making books (using price and sign marker).
 Picture books with simple reading.
 ABC books—"A is for apple."
 Spelling books without pictures.
- * Reading directions and rules—print or script—orally or silently.
 "Change your shoes to-day."
 "Mary may water the plants," etc.
- * Keeping a bulletin-board.
 Recording interesting events.
 "To-day is John's birthday."
 Weather report.
 "It is warmer to-day."
- * Printing or writing lunch order.
 "Milk," "Cocoa," etc.
- * Reading stories in books—orally. Individually to teacher.
 In class groups or in self-organized child groups.
- * Reading stories in books—silently.
- * Using flash cards in class groups

Desirable Changes in Thought, Feeling, and Conduct

- * Learning to read orally and silently with proper habits of:
 - (a) Eye movement.
 Learning to take in as large a unit as possible with as few pauses as possible.
 - Learning to keep place without pointing with finger.
- (b) Vocalization.
 Learning to pronounce and enunciate plainly with good expression.
 Learning to read silently with as little vocalization as possible.
- (c) Posture.
 Sitting in good light—light over left shoulder.
 Sitting or standing straight and quietly.
 Holding book steady and proper distance from eye (about 12").

Learning:

- * to enjoy reading—oral or silent,
- to enjoy good reading material,
- * to share reading with others,
- to listen when others are reading,

Typical Activities

- or spontaneous self-organized groups. (Words, phrases, simple short sentences.)
- * Making simple short stories to be used with reflectoscope.
e.g. Illustrating "Three Bears," and writing captions for it.
- * Using reflectoscope for flashing words and phrases.
- * Testing ability to read silently by:
Reading directions.
- Using reading game material.
- Expressing ideas through
 - (a) Drawing.
 - (b) Dramatization.
 - (c) Oral expression.
- * Being tested for vocabulary by standard tests.
- * Bringing stories from magazines and books and reading them.

Desirable Changes in Thought, Feeling, and Conduct

- * to follow when others are reading,
- to know where to go for information,
- to know where to get books,
- to take care of books (handling, not losing),
- * to find page of reading lesson.
- Information gained from reading.
- Appreciation of different types of stories.
- e.g. Realistic,
Fanciful,
Humorous.
- Pleasure in owning book or books.
- * Growing consciousness of power to read, satisfaction in achievement.
- * Growing ability to understand what is read.

(i) WRITING

Materials

- Blackboard.
- Rough-surfaced paper.
- Large smooth pencils and crayons.
- Beginning writing is informal and should be done on the blackboard and on large sheets of paper. The writing should

be large—the whole-arm movement being emphasized to eliminate all muscular tension.

Interest in the activity of writing is recognized and opportunity given for the expression of that interest, but from the beginning attention is given to the movements that the child needs to use when he writes. Proper emphasis upon word imagery enables the child to write words without a copy. He learns to write by writing.

Typical Activities

- * Scribbling.
- * Writing pictorially (making pictures to express ideas and to tell simple stories).
- * Scribbling with definite writing form (make-believe writing).
- Writing { script
manuscript
and printing initials, numbers, words, etc., with interest only in the activity.
- Writing and printing words, numbers, initials, short stories, invitations, etc., as need occurs.
- Writing words, etc., with definite idea of improving writing.

Desirable Changes in Thought, Feeling, and Conduct

- Pleasure in activity.
- Interest in the activity.
- Learning:
 - to hold and use a pencil,
 - to place paper correctly,
 - to express ideas by means of pictorial writing,
 - to express ideas by means of make-believe writing,
 - to make numbers, initials, and words (stimulated by interest in the activity),
 - to make numbers, initials, etc. (stimulated by real situation).
- Ability to criticise writing and to suggest ways to improve it.
- Ability to improve writing.
- Gaining an idea of writing as a means of communication.
- Learning good writing habits:
 1. Adjustments of the eye and body.
 2. Correct sitting and standing posture.
 3. Proper movements of fingers, hands, and arms.
 4. Proper imagery of words.

* Kindergarten activities marked.

(j) NUMBER

Materials

Foot rules.

Yard stick.

Measuring cups.

Scales (balance and weight).

Large scales (on which children are weighed).

Measuring rod (with which children are measured).

Clock.

Large calendar.

Large thermometer.

Dominoes.

Other materials such as industrial arts materials, tiles, blocks, etc., which give rise to number problems.

All number work, both in kindergarten and in first grade, is informal.

GROUP I

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

A. Gross differentiation (size, quantity):

Comparing sizes of children, chairs, etc.

Playing with large and small materials.

Drinking milk or water out of cups at lunch-time, etc.

Interest in size.

Beginning of concepts of relative size and quantity.

Learning terminology:

"Big," "little," "bigger than," "littler than," "full," "empty."

B. Time:

Doing certain activities at definite times (coming to school, having lunch, etc.).

Being urged by grown-ups to "be quick," "change shoes quickly," etc.

Understanding of the fact that there is a definite time for certain activities.

Knowing that clock has some connection with this.

CONDUCT CURRICULUM

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
C. Counting.	Learning terminology: "Time for," "late," "early," "quick," "slow."
Passing napkins and plates at lunch time.	Beginning of number concepts. <i>One</i> for each child.
Playing with materials (two blocks, etc.).	"Too many," if some plates left over.
Telling age on birthday.	Concept of one, two, three.
Counting (for pleasure in the activity).	Ability to count to three or four (sometimes more—varies with individual child).

GROUPS II AND III

(These groups are taken together because no definite number knowledge is required, and the amount the child gains varies with his interest in number.)

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
A. Gross differentiation (size and quantity):	Interest in size.
Comparing sizes of children, chairs, etc.	Forming more definite concepts of size and quantity.
Finding chair of suitable size.	Learning terminology:
Playing with large and small materials.	"Big," "little," "large," "small," "bigger than," "smaller than," "as big as."
Getting approximate amount or size of materials for problems (house large enough to get inside of, enough clay to make a bowl, etc.).	Judging amount or size of materials.
B. Differentiation of form.	Interest in form.
Playing with and using articles of various shapes.	Learning terminology: "Round," "square," "a circle," "a square," "a triangle," etc.
C. Measuring and weighing:	Appreciation of necessity for exact measurement (table will not
Measuring material for prob-	

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
lems—doll's dress, wood, paper bands for heads, etc.	stand unless legs are even). Using a ruler—knowledge of foot, inch.
Children being weighed and measured every two weeks.	Interest in large scales. Some understanding of gain or loss in weight. Knowing own height.
Weighing clay products, etc., in hands or on balancescales. (One product weighed against another.)	Knowing that certain things are heavier than others.
Using pint and quart measures in sand table.	Learning terminology: “Lighter than,” “heavier than.”
Using different sizes of cups at lunch-time.	Learning that one cup holds more than another.
D. Space and time:	Terminology: “More than,” “as much as.”
Allowing enough space for building, for working at table, etc.	Learning to judge amount of space needed.
Talking about distances, how far they live from school, etc.	Learning something about distance.
Going on excursions.	Terminology: “Near,” “far,” “a long way,” “a short way,” “a block,” etc.
Being late or early for school.	Knowing that nine o'clock is the time to come to school.
Doing certain things at definite time, watching clock to see when it is time for these activities.	Interest in time. Some ability to tell time.
Owning watches.	Learning names of days of week.
Some children using handkerchiefs with days of week embroidered on them. Using the calendar—marking birthdays, etc.	Learning something about calendar, name of month.
E. Counting:	Interest in counting.
Counting number of plates needed for lunch.	Pleasure in activity of counting.
Counting material.	Forming concept of one, two, three, four, five.

	<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
	Counting simply for pleasure in the activity (abstractly). Talking about birthdays and celebrating birthdays.	Counting to ten or more (varies with individual child).
F.	Number as a place in a series: Getting materials from a certain closet or shelf. "The second closet." "The third shelf," etc.	Learning terminology: "First," "second," "third," and applying knowledge.
G.	Number as ratio: Dividing apples in halves and quarters at lunch-time. Sawing boards into halves, etc. Filling cup half full of milk, etc.	Understanding of "half" and "quarter."
H.	Use of money: Pricing articles for sale. Selling articles at sale. Bringing money for poor children. Bringing money to buy crackers for lunch.	Learning names of pieces of money —dollar, quarter, dime, nickel, penny.
I.	Reading numbers: Spontaneous reading of numbers.	Interest in reading numbers. Pleasure in the activity.
J.	Writing numbers: Spontaneous writing of numbers on blackboard or paper. Numbering pages of scrapbooks.	Interest in writing numbers. Pleasure in the activity. Learning how to write numbers.

FIRST GRADE

A. Gross differentiation:
Same as Kindergarten.

B. Differentiation of form:
Same as Kindergarten.

Same as Kindergarten.
More discrimination.
More interest in and discrimination with regard to form.
Terminology: "Oblong."

	<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
C.	Time: Watching clock to know: time for school to begin, time for recess, time for dismissal, etc. Reading Roman numerals to XII. Experimenting with play clock. Telling time by own watches. Using calendar to look up birthdays and special days. Using calendar to read and record date of events of spe- cial importance—or when necessity requires.	Interest in time. Learning to tell time. Learning to read Roman numerals.
D.	Measuring and weighing: Measuring for pleasure in ac- tivity. Measuring wood and other materials for Industrial Arts. Weighing for pleasure in ac- tivity. Weighing with a purpose—to find amount needed.	Same as Kindergarten. More definite and skilful use of ruler and scales, and pleasure in the activity of measuring and weighing.
E.	Counting: Spontaneous (rhythmic). Counting for pleasure in ac- tivity. Purposeful counting as in vot- ing, finding number of blocks needed in building, number of children present, etc.	Pleasure in the activity. Learning to count by ones, fives, tens. Gaining number concepts.
F.	Number as place in series: Same as Kindergarten.	Same as Kindergarten with more ability to apply.
G.	Number as ratio: Same as Kindergarten.	Same as Kindergarten with more ability to apply.

	<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
<i>H.</i>	<i>Use of money:</i> Bringing money for milk. Selling things at sale. Sorting and counting money made at sale or collected for other purposes.	Learning to recognize pieces of money—cent, nickel dime, quarter dollar. Learning to count money. Gaining some idea of value of money.
<i>I.</i>	<i>Reading numbers:</i> Reading number of room, page in book, date, inches on ruler, calendar, degrees on thermometer, etc.	Learning to read numbers.
<i>J.</i>	<i>Writing numbers:</i> Spontaneous writing of numbers (for pleasure in activity). Purposeful writing of numbers for recording temperature, date, etc. Being taught by teacher to write numbers when need arises.	Learning to write numbers correctly at least to 10.
<i>K.</i>	<i>Number combinations:</i> Spontaneous almost rhythmic combining of numbers such as $5 + 5 = 10$ $10 + 10 = 20$. Purposeful combining of numbers for pleasure in activity. Combining numbers for a real (concrete) purpose—keeping score, etc.	Learning addition facts and to use the ability to combine numbers.

(k) SOCIAL STUDIES

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct**Opening Day*

Coming to school.

Meeting teachers and children.

Getting acquainted with room
and materials.

GROUP I

Leaving mother or nurse content-
edly.

Adjusting self to new situation.

Knowing and telling name.

GROUP II

Same as First Group.

Also ability to tell address.

GROUP III

Same.

Ability to tell telephone number.

FIRST GRADE

Acquiring feeling of being part of
the big school.

Pleasure in meeting old friends.

*Columbus Day*Conversation about Columbus
Day and why it is a holiday.

GROUP I

GROUP II

GROUP III

Knowing that Columbus discov-
ered America.

FIRST GRADE

Same as third Group.

Hallowe'en

Bringing pumpkin.

Making Jack-o'-Lantern.

Separating and cleaning seeds.

GROUP I

GROUP II

CONDUCT CURRICULUM

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

GROUP III

Knowing what a pumpkin is.
 Learning how to cut a face in a pumpkin.
 Taking turns in making lantern.
 Taking turns in handling knife.
 Learning to keep away from lighted candle.
 Learning that children do not touch matches.
 Joy in making Jack-o'-Lantern.

FIRST GRADE

Same as Third Group.
 Pleasure and surprise about Hal-low'e'en.
 Feeling of mystery about lanterns.
 Learning that candle will not burn without air.

Election Day

Conversation about the day.

GROUP I

GROUP II

Learning that it is a holiday and a day on which fathers stay at home.

GROUP III

Acquiring some understanding about voting.
 Knowing the names of candidates in Presidential election.

FIRST GRADE

Same as Third Group—also:
 Gaining more intelligent under-

*Typical Activities**Thanksgiving Day*

Telling about what Thanksgiving Day means.

Bringing thank offerings.

Carrying offering up-stairs to be placed with the offerings of the rest of the school.

Helping plan and carry out party.

Making special doilies for table.

Making gingerbread-men and apple-sauce.

Inviting First Grade children to party.

Setting table.

Serving food.

Listening to stories and songs.
(See Language and Music.)

Participation in party with 150 children. (Kindergarten and First Grade.)

Desirable Changes in Thought, Feeling, and Conduct

standing about meaning and reason of day.

GROUP I

Learning that Thanksgiving Day is a special day.

(Group I does not participate in Thanksgiving activities.)

GROUP II

Learning something of meaning of Thanksgiving.

Learning to carry bulky packages carefully.

Learning how to choose special food for offering and why.

Remembering to bring offering.

Learning names of some ingredients used in gingerbread and apple-sauce.

Pleasure in making cookies.

Learning how to behave at a party.

Pleasure in participating in party.

GROUP III

Learning something of meaning of Thanksgiving Day, why we keep it, how to celebrate it.

Selecting right food and bringing it for offering.

Learning names of fruits and vegetables.

Remembering to bring offering.

Carrying offering carefully.

Learning something about ingredients for gingerbread-men, utensils, and process.

CONDUCT CURRICULUM

Typical Activities

Same activities as Kindergarten
—also:
Joining in celebration with rest
of school.

Christmas

Talking about historical meaning
of Christmas.
Talking about Santa Claus.
Talking about presents.
Making presents.
Bringing toys and clothing for
poor children.
Singing Christmas songs.
Listening to Christmas stories.
Seeing Christmas pictures.
Seeing Christmas stereopticon
pictures.
Dramatizing Santa Claus and
Christmas activities.
Writing letters to Santa Claus.

*Desirable Changes in Thought, Feel-
ing, and Conduct*

Pleasure in making gingerbread-
men and apple-sauce.
Learning to plan and prepare for
party:
how to invite guests,
how to behave as host and guest.
Joy in participating in party.
(Each group contributing a song
for the other group to enjoy.)

FIRST GRADE

Same as other groups—also:
Some knowledge of historical mean-
ing of Thanksgiving.
Consciousness of being a part of
the whole school.
Stimulation of reading and number
work through activities such as:
Reading own recipe.
Counting tables, chairs, and
doilies, cookies for guests, etc.

GROUP I

Beginning to be able to make pres-
ents for fathers and mothers.
Remembering to bring gifts for
other children.
Pleasure in trimming and playing
around Christmas tree.
Feeling of wonder while participat-
ing in chapel service.

GROUP II

Pleasure and joy in anticipation of
Christmas.
Learning to discriminate in making
gifts for different people.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
Making tree ornaments.	Discriminating in giving toys to poor children.
Trimming tree.	Joy in participating with group in preparing a celebration and in trimming a tree.
Making invitations.	Feeling of Spirit of Christmas.
Mailing invitations.	
Practising for Christmas service.	
Participating in Christmas celebration.	

GROUP III

Learning to discriminate in making gifts.
Discrimination in selecting toys and unselfishness in giving up own toys, joy in sharing.
Learning to make invitations.
Learning why necessary to stamp and address invitations.
Joy in participating in celebration.
Gaining feeling of joy—wonder and awe through celebration.
Enjoying beauty of tree before and after decorating.
Enjoying fragrance of tree.

FIRST GRADE

Activities same as Kindergarten, also participating with rest of school in more mature celebration.	Pride in participating with rest of school in more mature celebration.
	Greater development of subject and technique in work.
	More discrimination as to suitability of gifts for father, mother, baby, etc.
	Learning to print names on gifts.
	Joy in trimming tree.
	Pleasure in appearance of tree.

PROGRAM FOR 1922

Typical celebration in Chapel:

Children's Processional—*Adeste Fideles.*
 Students' Chorus—Old French Carols.
 Christmas Story—Read from the Bible by University Chaplain.
 "Away in a Manger"—Sung by Children.
 Alsatian Carol—"Sleep, Little Dove"—Sung by Tenor.
 "Chimes of Dunkirk"—Sung by First Grade.
 Listening to Chimes—"Hark! The Herald Angels Sing."
 Recessional—"The First Noël."

Typical celebration in Room:

Singing Christmas Songs.
 Music—regular rhythms. Band by children.
 Conversation about tree and presents.
 Giving presents to fathers and mothers.
 Receiving small stockings—filled with animal crackers.

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct**New Year*

GROUP I

Saying "Happy New Year."
 Talking about New Year.
 Bringing calendars to school.
 Examining calendars.
 Sometimes making New Year resolutions.

GROUP II

Knowing that it is a new year.

GROUP III

Learning something of division of time.
 Learning that calendars tell time.
 Learning that calendars tell when Christmas, Fourth of July, Valentine's Day, and birthdays come, etc.
 Naming year—sometimes knowing months and seasons—what comes in different seasons.

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

FIRST GRADE

Same as other groups—also:
 Learning to use calendar.
 Finding special days on calendar,
 birthdays, holidays, etc.
 Finding months and weeks, etc.,
 on calendar.
 Learning names of months in year
 and what they bring.
 Learning names of days in week.
 Learning to read numbers.

*Lincoln's Birthday**Washington's Birthday*

Talking about Lincoln and Washington, who they were —why their birthdays are holidays.

Seeing pictures of Lincoln and Washington.

Singing a national song or hearing it sung.

Holding flag.

GROUP I

GROUP II
 Knowing it is a holiday.

GROUP III

Learning who Lincoln and Washington were, why we celebrate.
 Learning how to hold flag.
 Gaining habits of respect toward flag.
 Learning to stand when singing a National Song.

FIRST GRADE

Same as other groups.
 More patriotic feeling aroused through participating in celebration with whole school.
 Learning to sing "America."

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
<i>St. Valentine's Day</i>	GROUP I
Making valentines.	GROUP II
Giving valentines.	Learning to make simple valentines.
Making valentine box.	Joy in giving and receiving valentines.
Looking at pictures.	Pleasure in playing postman.
Listening to stories and songs about valentines.	
Playing postman.	GROUP III
Buying stamps and placing stamps on envelopes.	Learning to make valentines carefully.
Making valentine rhymes (First Grade).	Learning to make original valentines.
	Choosing to whom to send valentines.
	Taking turns in being postman.
	Learning something about postmen, etc.
	FIRST GRADE
	Learning to stamp, seal, and address envelopes to send valentines to absent children.
	Learning where and how to buy stamps.
	Pleasure in making valentine rhymes.
<i>Easter—Spring</i>	GROUP I
(Easter in Kindergarten means Spring to children.)	Knowing difference in weather.
Talking about Spring.	Learning why we put on thinner clothing, <i>i.e.</i> , socks.
Planting bulbs and seeds.	Enjoyment of outdoor play.
Watching seeds grow.	Learning how to play with rabbit.
Visiting flower-shop.	
Buying seeds.	

Typical Activities

Buying flowers.
 Bringing flowers to school—cultivated, wild.
 Taking care of and watering seeds.
 Playing out-of-doors.
 Picking dandelions.
 Singing Spring songs.
 Seeing Spring pictures.
 Seeing stereopticon pictures.
 Listening to stories.
 Playing with rabbit.
 Feeding rabbit.
 Putting on thinner clothing.

Desirable Changes in Thought, Feeling, and Conduct

GROUP II

Planting seeds and taking care of them.
 Learning how to visit flower shop—avoid knocking against flowers.
 Learning how to ask for special seeds and flowers.
 Learning when and why we put on different clothing.
 Learning how to take care of rabbit.
 Learning what Easter and Spring bring.

GROUP III

Same with growth in interest and control.

FIRST GRADE

Same with growth in interest and control.

Sale for Benefit of Manhattanville Day Nursery

Talking about sale—when it comes, what it is for, and what we make for it.
 Making things for sale.
 Making booth and trimming it.
 Arranging booth.
 Selling articles made.

GROUP I

Learning to make a few things for sale.
 Willingness to give up articles made.
 Pleasure in participating in sale by being present.

GROUP II

Learning to make and save things for sale.
 Giving up some things made which they really want to keep.
 Pleasure in participating in sale (buying and selling).

CONDUCT CURRICULUM

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

GROUP III

- More discrimination in articles made for sale.
- Learning to make a booth and decorate it.
- Learning to arrange articles attractively.
- Learning to sell and buy.
- Taking turns in selling.

FIRST GRADE

- Learning something of pricing and value of articles.
- Learning to count money.
- Learning to write figures.

GROUP I

Birthdays

- Telling age.
- Singing birthday song to child.
- Making presents.

- Knowing age.
- Joy in having a birthday.

GROUP II

- Knowing age and when birthday comes.

GROUP III

- Knowing when own birthday comes.
- When father's and mother's birthdays come.
- Learning to say "Happy Birthday."
- Pleasure in singing to children and being sung to.
- Pleasure in planning a surprise for some one.
- Pleasure in giving a present.
- Pleasure in receiving a present.

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

FIRST GRADE

Learning to find birthday on calendar.

GROUP I

May Day

- Gathering flowers (dandelions) on Campus.
- Decorating hats with dandelions
- Making dandelion chains.
- Making baskets.
- Hanging baskets on door of First Grade and other Kindergarten rooms.
- Bringing and arranging flowers in a bowl or basket.
- Playing with May-pole.

Learning to pick flowers with long stems.

Pleasure in finding and arranging flowers.

GROUP II

- Learning to arrange flowers in basket.
- Pleasure in hanging baskets on door and running away.
- Pleasure in making different kinds of baskets.
- Pleasure in dancing around May-pole.

GROUP III

Growth in control and technique in making baskets and in dancing around May-pole.

FIRST GRADE

Same as third group—increased control.

Decoration Day

- Seeing soldier procession.
- Seeing city decorated.
- Talking about what the day means.
- Marching like soldiers.

GROUP I

GROUP II

GROUP III

Learning something about why, how, and for whom we celebrate the day.

CONDUCT CURRICULUM

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct*

Stimulation of interest in marching
and in martial music.
Stimulation of habits of patriotic
respect.

FIRST GRADE

Same as third group, with more
understanding of meaning of
day.

Stereopticon or Reflectoscope Show

Going to show.
Sitting in big seats in dark room.
Looking at pictures.
Telling about pictures.
(Opportunity for children to see
the best pictures, many se-
lected from different coun-
tries.)
Bringing pictures to be used in
reflectoscope.
Drawing pictures (appropriate
to season).

GROUP I

GROUP II

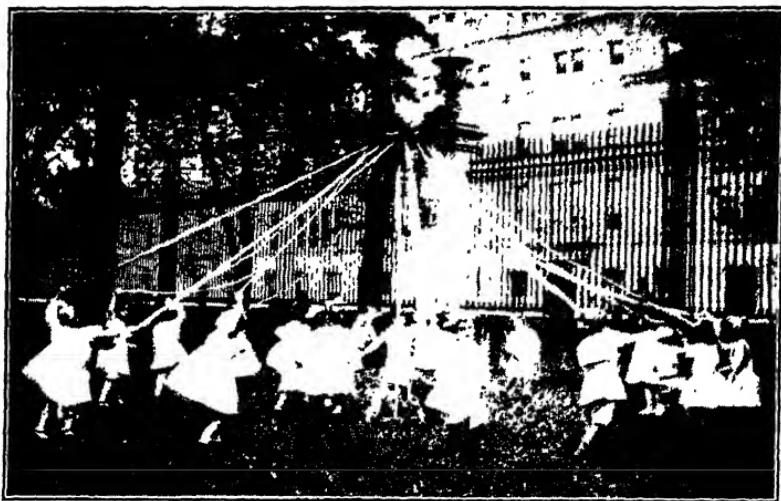
Learning how to go through halls
quietly.
Learning how to sit in large seats
comfortably and quietly.
Learning how to look at pictures.
Learning to take turns telling about
the pictures.
Learning how to behave at show.
Pleasure in participating with
group.
Pleasure in seeing pictures.

GROUP III

Same as second group with greater
control.
Gaining knowledge from pictures.

FIRST GRADE

Greater discrimination in telling
about pictures and greater con-
trol.



MAYPOLE ON THE CAMPUS



RAKING LEAVES ON THE CAMPUS

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct**Current Events*

GROUP I

Telling about interesting things
—experiences gathered from various sources, *e. g.*, from other people, from newspapers, pictures, etc.

GROUP II

Bringing pictures in relation to subject.

Telling something in a way that will hold interest of group.

Using globe and maps to look up places of interest. (First Grade.)

GROUP III

Awakening of interest in and some knowledge of outside world.
(See also "Language.")

Civics

See "Organization."

FIRST GRADE

Showing greater discrimination in things selected to tell.

Interest in bringing picture in relation to subject.

Knowing that certain things are "history" and "geography."

School Song Contest

GROUP I

Singing special songs.
Practising special songs.
Going up on platform.
Coming down from platform.
Singing before audience.
Standing on platform.
(First Grade only.)

GROUP II

GROUP III

FIRST GRADE

Learning to pay attention to leader.
Learning to sing together before many people.

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct**Picnic*

See "Excursions."

Learning to go on and off platform properly.
Pride in singing well.

Summer Vacation

Talking about going away.
Telling when, where, and how to go.
Preparing for going.
Cleaning and putting things away at school.
Saying "good-by."

Learning name of place, where he is going,
how he goes—train, boat, etc.
Anticipation of going somewhere.

GROUP I

GROUP II

Learning name of place, how to travel, and what to do in the summer.
Learning to leave things in order for other children.

GROUP III

Same as other groups.

FIRST GRADE

Same as other groups.

GROUP I

GROUP II

Recognizing standards for promotion.
Why and when they are promoted.
Pleasure in anticipation of promotion.
Learning name of new teacher and becoming familiar with new room.

Promotion

Talking about promotion.
Telling about going to another room.
Visiting the room and teacher.
Telling what they must know to be promoted.
Why they are promoted.
When they are promoted.

Desirable Changes in Thought, Feeling, and Conduct

GROUP III

Same as Group II, more definite standards for promotion.

FIRST GRADE

Same as Group II, more definite standards and realization of attainments.

(I) NATURE

City environment limits opportunities for extensive nature experience, but as far as possible children are given first-hand contact with animals, plants, and forces of nature.

PLANT LIFE

Typical Activities

Playing in campus, on grass and under trees of different kinds.

Picking up and sorting leaves.

Raking, piling, and jumping in leaves.

Picking dandelions.

Visit to the florist.

(See "Excursions.")

Indoors

Planting bulbs.

(In the room are window-boxes which the children help to take care of; ferns and blossoming plants in season; boxes of earth for experimental purposes.)

Desirable Changes in Thought, Feeling, and Conduct

Learning names of leaves.

Recognizing different trees by leaves, bark, shape.

Learning to co-operate—many children working together to make one pile of leaves, how to rake, how to carry rake across the street.

Learning difference between wild and cultivated plants—and how wild plants are planted.

Learning:

to know a seed, a bulb, a leaf, a stem, a root, a bud, a flower; how seeds germinate, in earth, in water, etc.; that plant life needs sunshine and water,

Typical Activities

Making Japanese garden of carrot-tops or horseradish, etc.
 Planting seeds, such as—corn, beans, pumpkin, oats, nasturtiums, etc., in earth—on cotton—on netting—on blotting-paper.

Watering and taking care of plants and ferns.

Arranging flowers—twigs and branches in appropriate vases (color, size).

Bringing and sorting fruits and vegetables for Thanksgiving offering.

Bringing fruit for lunch.

Bringing nature material such as leaves, flowers, milkweed pods, cotton in raw state, sugar-cane, etc.

Desirable Changes in Thought, Feeling, and Conduct

how to take care of plants, watering, loosening earth, giving vine something to climb on, etc.;
 to arrange flowers and twigs artistically and carefully.

Learning to know names of and to recognize common fruits, vegetables and grains; something of how fruits and vegetables grow, apples on tree, potatoes under ground.

Interest in names and recognition of source of other materials—cotton, silk, wool.

ANIMAL LIFE

Materials

Squirrels in campus.

Canary and fish (permanent pets).

Visiting animals staying from one week to several months according to opportunities afforded for keeping them comfortably and hygienically—turtles, snails, baby alligator, snakes, tadpoles and frogs, caterpillars and moths, rabbit, guinea-pig, white mice, hen and chickens, dove.

A large wire cage 5 x 4 x 3 feet with removable pans is provided for the larger animals.

Appropriate smaller cages which can be placed on a table are provided for the smaller animals.

If a proper cage is not available, it is sometimes made and decorated by the children.

Typical Activities

Animal Life

- Looking at animal.
- Touching animal.
- Taking out of cage and putting back again.
- Carrying animal.
- Catching animal.
- Feeding animal.
- Bringing food for animal.
- Going to store to buy food for animal.
- Cleaning cage.
- Children giving information about animal.
- Children asking questions about animal.
- Visiting Nutrition Department at College to see many animals: animal families kept for experimental purposes.
- Visiting Biology Exhibit in College.
- Going to Natural History Museum.
- Children and teachers telling of their experiences with animals.
- Looking at pictures of animals wild and domestic—in books, around room, or reflectoscope.
- Going to park to see birds.
(See "Excursions.")

Desirable Changes in Thought, Feeling, and Conduct

Learning:

- how animal looks,
- what sound it makes
- how and what it eats and drinks,
- how it moves,
- where and how it sleeps,
- how to handle it,
- how to catch it,
- how to clean cage or aquarium,
- something of the value of animal to society,
- something of animal's life in natural environment,
- to overcome fear of animal to extent of handling,
- to feel responsibility for animal, feeding, keeping clean,
- how to approach and handle without frightening animal,
- about wild and domestic animals
- something about where and how they live and their use;
- something of animal and bird family life,
- kindness to animals,
- to wash hands after handling animals.

Pleasure in seeing and having animals as pets.
(See also "Excursions.")

Typical Activities

First Grade children in Assembly hearing talks about plant and animal life given by older groups, and illustrated with lantern pictures.

Desirable Changes in Thought, Feeling, and Conduct

MINERALS

Playing on large rocks in neighborhood.

Finding interesting stones and bringing to school (leading to collections of stones and classification).

Playing in sand.

Visiting coal cellar.

Visiting Natural History Museum.

Visiting jewel collection.

(See "Excursion.")

Breaking stones to see what is inside.

Interest in minerals and what minerals are.

Learning to recognize coal—mica. Some knowledge of use, origin, and how procured.

NATURAL FORCES

Sun

Experimenting with shadows out-of-doors.

Playing with shadow-screen indoors.

Visit to sun-dial in Barnard Campus.

Experimenting with drying possibilities of sun and shadow.

Experimenting with heating possibilities of sun:

- i. By putting self or objects in sun.

2. By using thermometer.

Learning:

that sun gives light and heat, that we must have light, making a shadow, telling time by shadow (shadows are sometimes long and sometimes short and why),

that things dry better in sun than shade,

that plants need the sun to grow, that leaves turn toward the light, not to face the light when working,

not to let the sun shine on our work or book,

Typical Activities

Experimenting and watching effect of sun on plant life.

Wind

Running in wind, getting feeling and force of wind.

Playing with pinwheels and kites.

Watching effect of wind blowing leaves, flag, hats, trees, etc.

Rain, Thunder, Lightning

Watching rain.

Being out in rain.

Coming and going to school in rain.

Experiencing thunder and lightning.

Water

Drinking water.

Washing hands.

Washing dolls' clothes, aprons, etc.

Using water in cooking.

Sailing boats.

Watering plants.

Experimenting with freezing.

Melting ice and snow to make water.

Experimenting with evaporation.

*Desirable Changes in Thought, Feeling, and Conduct**Learning:*

that sun shines every day,
what makes day and night.

Pleasure in sunshine.

Learning:

that wind changes direction,
wind is sometimes gentle, sometimes strong;

wind makes noise,

North wind makes it cold,
South wind makes it warm,

wind dries things quickly,
wind blows things about,

we cannot see the wind,
enjoyment of playing in wind.

Learning:

that rain is water,
rain makes flowers, grass, and trees grow,

rain cleans the streets,

not to fear thunder and lightning, but to enjoy the wonder of it,

gaining some knowledge of cause of rain, thunder, and lightning.

Learning:

that water is necessary for drinking,

to drink water every day,
that plants and animals need water,

to give plants and animals water every day,

that we wash things in water to make them clean,

that water is necessary in cooking,

that wood floats on water,

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
<p><i>Snow, Ice</i></p> <ul style="list-style-type: none"> Playing in snow (limited). Shovelling, making snow-man. Sliding on ice in campus. Bringing in ice and snow. Letting them melt and freeze. Using ice to freeze ice cream. 	<p>Learning:</p> <ul style="list-style-type: none"> that people can swim and float in water, that some animals live under water, that people cannot live under water, that water freezes. <p>Pleasure in playing in snow.</p>
<p><i>Cold</i></p> <ul style="list-style-type: none"> Melting snow to see how much dirt is in it. Experiencing change in temperature: spring; summer—very hot; fall; winter—very cold. Experience in measuring temperature by thermometer. 	<p>Learning:</p> <ul style="list-style-type: none"> that snow and ice are cold, when melted they turn to water, snow sticks together, snow protects plants (outdoors), we should not eat ice or snow (cold, dirty, full of germs).
<p><i>Fire</i></p> <ul style="list-style-type: none"> Laying fire in fireplace. Watching grown person light fire. Feeling heat. Sitting around fire and enjoying it. 	<p>Learning:</p> <ul style="list-style-type: none"> that cold makes things freeze, that ice keeps things cold in summer, that cold makes mercury in thermometer go down, heat makes it go up, that it is cold in winter, that it is hot in summer, that spring is time when it is getting warmer, that autumn is time when it is getting colder, that thermometer shows what temperature of room should be. <p>Learning to read thermometer.</p>
	<p>Learning:</p> <ul style="list-style-type: none"> that fire gives heat, that heat cooks things, that fire is beautiful, that fire burns things,

Typical Activities

Making pop-corn.

Experiencing use of heat in cooking, ironing.

*Desirable Changes in Thought, Feeling, and Conduct***Learning:**

that we must not get near fire,
that children must not light fires
or matches.

Picnic

Annual picnic in woods gives rich varied nature experiences.
(See "Excursions.")

(m) EXCURSIONS**Within college buildings:**

1. Pottery.
2. Fine and Industrial Arts rooms.
3. Library.
4. Chapels—Milbank
St. Paul's (outside)
Union Seminary (outside).
5. Other classrooms.
6. Swimming pool.
7. Household Arts Department.
8. Carpenter shop.
9. Furnace room.
10. Engine room.
11. Electric clock.
12. Biology exhibit.
13. Mineral collection.
14. Natural dancing-class.
(Physical Ed. Dept.)
15. Skeleton.

Outside excursions:

1. Campus—Columbia
Barnard.

2. Florist's.
3. Other stores—Grocery
 - Dry-goods
 - Dairy.
4. Bakery.
5. Parks—Morningside
 - Riverside.
6. Natural History Museum.
7. Picnic in woods.
8. Clock store.
9. Post-office.
10. Buildings in process of erection.

GENERAL CONDUCTS

1. Going through halls in the right way—walking, keeping to the right, quiet conversation.
2. Walking through streets—consideration for other people.
3. Crossing streets—walk, not run, wait for signal to cross, look before crossing.
4. Learning how to look at things (observe intelligently).

NOTE.—The children are usually taken on excursions in small groups. Discussion takes place *during* the excursion, but there is seldom a group discussion directly *after* the excursion.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
<i>Excursion.</i>	Respect for skill.
<i>Pottery and Fine Arts Studio</i>	Appreciation of beautiful, and of good workmanship.
Watching artists at work.	Stimulation in making own products (ideal technique).
Looking at art products.	

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct**Library*

Looking at rooms full of books.
Noticing arrangement of bookshelves.
Observing people reading quietly.

Feeling of wonder at many books.
Learning how to conduct self in library (walk quietly, refrain from conversation).

Chapel

Going quietly into chapel.
Sitting in seats.
Listening to organ.
Looking at windows, organ, etc.

Gaining attitude and habits of reverence.
Learning how to behave in church (sit quietly, refrain from conversation).
Gaining idea of how church looks.

Other Classrooms

Visiting former teacher or meeting future teacher and seeing future room.
Extending invitation.
Accepting an invitation.
Seeing play or pictures, etc.
Going to borrow or lend materials, pictures, pets.

Learning how to visit (not disturbing other activities).
Gaining new ideas.
Broadening of interests—meeting new people.
Pleasure in visiting old friends, meeting new ones.

Carpenter Shop

Watching carpenter at work.
Seeing machinery in action.
Obtaining materials.
Going to get furniture mended.

Learning where to go for help.
Appreciation of skill and technique.
Learning to keep away from machinery.
Gaining knowledge of material, tools, processes.

Jewel Collection

Talking about stones.
Looking at beautiful jewels.

Pleasure in beautiful color.
Interest in names and appearance of a few stones.
Some knowledge of where stones come from.

*Typical Activities**Desirable Changes in Thought, Feeling, and Conduct**Swimming Pool*

Standing in balcony and watching swimmers.
Observing various depths of water, etc.

Admiration for skill of swimmers.
Great pleasure in watching swimmers.
Interest in clearness of water and effect of depth on color.
Stimulation of desire to swim.

Engine Room

Watching big machinery.
Watching men at work on machinery..

Learning to keep away from machinery.
Learning uses of machines, (e. g., those which run elevator).
Learning that machinery needs water and oil; must be kept clean.

Electric Clock

Watching clock flash minutes.

Learning that this clock regulates all clocks in building.
Interest in telling time and some ability to tell time.

Furnace Room

Looking at coal piles.
Seeing coal brought to furnace in small cars on tracks.
Watching men put coal on fire.
Watching men remove ashes.
Feeling intense heat.

Learning to keep back from fire.
Learning to keep off tracks.
Enjoying beautiful color of fire.
Learning how fireman puts on coal (in front first to modify heat).
Knowledge of how coal turns into ashes.
Beginning of interest in coal and where it comes from.
Appreciation of fireman's work.

Household Arts

Watching grown people at work in different departments (cooking, sewing, washing, ironing, making hats, etc.)

Gaining knowledge of materials, tools, product, processes.
Appreciation of good work.

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling, and Conduct</i>
<i>Biology Department</i>	
. Looking at stuffed birds, fish, butterflies, etc.	Pleasure in recognition of known. Stimulation of curiosity and questioning about the unknown.
<i>Visiting Skeleton</i>	
Looking at skeleton. Handling bones.	Interest in structure of body.
<i>Natural Dancing-Class</i>	
Watching grown people dance.	Pleasure in watching dancing. Improvement of rhythmic response through observation of an artistic performance.
<i>Natural History Museum</i>	
Looking at exhibits—fossils, Indian life, animals, etc.	Broadening and deepening of interests. Knowledge of animals in natural setting.

OUTSIDE EXCURSIONS

Campus—Columbia and Barnard

- Running on grass.
- Climbing on fence.
- Rolling down slope.
- Climbing and hanging on low fence.
- Climbing steps.
- Jumping on steps.

- Feeding squirrels.
- Raking and collecting leaves.
- Picking dandelions.
- Watching birds.
- Playing around fountain.
- Playing games { spontaneous
organized

Learning:
 to keep off grass in spring,
 not to climb on fountain,
 not to dig paths,
 not to pull up grass,
 not to chase squirrels,
 to put paper in waste cans.
 Fun in climbing, jumping, rolling,
 etc.

Learning:
 what and how to feed squirrels,
 how to pick dandelions (long stem),
 where and how sparrows build nests,

Typical Activities

Watching men cut grass with horse-mower.
 Sliding on ice.
 Playing in snow.
 Looking at sun-dial.
 Looking at statues.

Desirable Changes in Thought, Feeling, and Conduct

names of trees through interest in leaves, bark, shape.

Interest in telling time by sun.

Florist

Looking at display of flowers, buying plants, flowers, seeds.

Enjoyment of flowers.

Learning:

names of flowers,
 where to buy flowers and plants,
 that flowers must be wrapped carefully to keep from freezing when taken from store,
 how to carry plant or flowers,
 not to touch or brush against plants in store.

Bakery and Other Stores

Seeing shelves full of bread and cakes.
 Visiting storeroom—seeing barrels of flour and other raw materials.
 Seeing bakers at work.
 Going to buy something, *i. e.*, materials for cooking, sewing, etc.

Learning not to touch things in store.

Learning not to interfere with workmen.

Gaining some knowledge of raw materials, processes, products

Learning:

not to touch or take things,
 to tell what is wanted,
 to know how things are sold (lb., qt., yd.),
 names of pieces of money and some knowledge of values,
 how to keep package wrapped to insure cleanliness.

Post-office

Mailing package or letter.
 Buying stamps.

Gaining some knowledge of process of buying stamps, mailing letters

Learning necessity for proper address.

*Typical Activities**Parks—Morningside and Riverside*

Looking at birds, shrubbery.

Climbing on rocks.

Looking at boats and trains.

*Desirable Changes in Thought, Feeling, and Conduct***Learning:**

to keep off grass,
not to pick flowers,
how to watch birds,
to recognize a few birds,
to recognize different kinds of
boats,
to be careful when climbing on
rocks,

Enjoyment in outdoor play.

Picnic

Planning picnic.

Carrying lunch.

Buying tickets.

Crossing river on ferry-boat.

Riding on street-car—getting
on boat and car.

Having nature experiences in
woods.

Playing in woods—picking
flowers.

Wandering and exploring.

Eating picnic lunch informally,
sharing lunches.

Gathering wood for fire.

Gathering up lunch papers and
watching them burn.

Helping to put out fire before
leaving.

Joy in anticipation of picnic.

Getting knowledge of transporta-
tion.

Learning civic and social behavior.
Enjoyment in close and free con-
tact with nature.

Gaining first-hand information
about water, rocks, flowers, in-
sects, fire, etc.

Pleasure in having an informal out-
door lunch.

Learning:

to recognize poison-ivy,
to keep away from it,
to keep away from dangerous
places,
to stay near group,
to gather dry wood,
to keep back from fire,
responsibility for leaving picnic-
ground in good condition,
i. e., responsibility for putting
out fire, etc.

IV. RECORDS OF CHILDREN'S WORK AND PROGRESS

There are three types of records kept in the kindergarten and first grade:

1. Individual daily record of children's work.
2. Yearly record of children's development and progress.
3. Weekly record of the activities of the curriculum.

1. Individual daily record.

This is a record of the child's work during the work period, and is kept under three main heads:

- (a) Problem.
- (b) Interest (type of).
- (c) Development of product.

2. Yearly record.

This is written up four times yearly and records:

- (a) The child's physical development.
- (b) The child's social and intellectual development, including a rating of the child's standing in the various subjects of the curriculum.

3. Weekly record of the activities of the curriculum.

This is written up every week, records the group activities of the week and is suggestive for further plans.

NOTE.—These record blanks may be obtained from the Bureau of Publications, Teachers College, New York City.

V. STANDARDS FOR PROMOTION

CHILDREN'S STANDARDS FOR PROMOTION

In each group the question of promotion is discussed and the children tell what they think they should know in order to be promoted.

Some examples of children's standards for promotion:

<i>Group II</i>	{	Come when piano calls. Be quiet in halls. Do not get much sand on the floor. Share with others.
<i>Group III</i>	{	Don't waste clay, paper, or anything. Work and not play all morning.
<i>First Grade</i>	{	Learn how to read and write. Be steady, don't talk too much.

TEACHERS' STANDARDS FOR PROMOTION

At the end of the year the question of promotion is considered from two aspects:

1. Which children in the kindergarten are ready for promotion to an older kindergarten group or to the first grade.
2. To which of the first grades shall each child who is ready for promotion be sent. (There are three first grades—one for the immature children, two for the more mature children.)

In recommending children for promotion the teacher takes into consideration:

1. The chronological age of the child.
2. The mental age of the child as shown by the intelligence test.
3. The child's record in kindergarten as shown by the yearly record sheet.

On the promotion blank the child is scored on four points, the basis for scoring being 5 to 25 for each point. The yearly record sheet and the daily record of work are both of assistance in computing the child's score.

The points on which the child is scored:

1. Ability to work intelligently (25 points).
Does he plan his work?
Does he carry through a problem?
Is his work up to the standard of the group?
2. Ability to co-operate in a spontaneous group (25 points).
Does he hold his own without being too aggressive?
or
Does he hold his own too aggressively?
3. Ability to participate in an organized group (25 points).
Does he contribute?
Does he take part?
or
Is he a non-participant?
4. Responsibility (25 points).
Is he responsible for self (*e. g.*, going through halls, crossing streets).
Is he socially responsible?

Does he take turns?

Does he care for the welfare of others?

In general the children who score the highest are sent to the advanced first grades, but the emotional stability of each child must also be considered, and the teacher's judgment with regard to this finally determines where the child shall be placed.

EXAMPLES OF WORKING OUT OF PROMOTION SCORES

When scoring the children on a basis of 5-25 on the four points indicated, the teacher first scores the three children in the group who seem to her to represent the highest, medium, and lowest abilities *for each point*.

Point I

Above average.....	Jane Smith	25
Average.....	Bobby Jones	15
Below average.....	Mary Brown	5
	etc.	

Point II

Jane Smith	25
Tom Smith	15
Mary Brown	5

The teacher then has some basis for comparison, and although this basis may not be strictly scientific it has proved its value and approximate accuracy. Each teacher scores all the children independently, so the child has the advantage of more than one judgment. The scores are then averaged.

PROMOTION SCORES

NAME OF CHILD	AGE	MENTAL AGE	1	2	3	4	SCORE
Jane Smith.....	6-0	7-4	25	25	20	20	90
Evelyn Brown.....	5-5	6-7	15	20	15	10	60
Jack Dale.....	5-9	6-0	5	10	5	5	25

